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ABSTRACT

A project was designed to develop a process by which the life experiences of women could be assessed for entry into employment and for entry into or advanced placement in vocational education programs. Following a review of literature and interviews to determine the approaches currently used to accredit women's life experience learning, researchers surveyed 131 adult female reentry workers to obtain information pertaining to their prior learning and life experences. Based on their responses, an Experience Description Summary was developed to aid in identifying job- or program-related experiences of individual women. These competencies were analyzed with respect to their transferability to employment requirements and admissions requirements for vocational education programs. A process was then designed to further the recognition of women's experiential learning. After an examination of the performance of those women who were placed on the basis of the competency analysis, the analysis was revised. Publications describing the process were then prepared and disseminated. (Detailed reports on individual phases of the project are available separately--see note.) (MN)

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CREDENTIALING WOMEN'S LIFE EXPERIENCES

(Project ACCESS)

FINAL TECHNICAL REPORT

December 15, 1981

Ruth B. Ekstrom

Educational Testing Service

Princeton, New Jersey 08541

CG030804

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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Summary Abstract

The overall objectives of this project, as stated in the RFP, were to develop a process by which the life experiences of women could be assessed for entry into employment and for entry into or advanced placement in vocational education programs. To accomplish these objectives, several tasks were specified. These included:

- Determining the state of the art in transferring women's life experiences to education and employment
- Developing an inventory of women's life experiences showing tasks performed and competencies developed
- Analyzing the competencies identified for their transferability to employment requirements in selected occupations, and for transferability to admission requirements and advanced standing in vocational education programs
- Designing a process based on the competency analyses to further the recognition of women's experiential learning
- Determining through tryout how well women perform following placement based on the competency analyses
- Revising the competency analyses, and
- Preparing and disseminating publications describing the process.

This report summarizes these tasks.

Determining the State of the Art

This task involved both a review of the literature and interviews with organizations, projects, and individuals to determine the approaches being used to accredit women's life experience learning.

This review identified six major barriers to providing recognition

for women's life experience learning--identification, articulation, documentation and assessment, knowledge gaps, financial policies, and beliefs.

The three main approaches used by educational institutions to assess prior learning are: (1) course or program evaluation (such as use of the American Council on Education's National Guide to Credit Recommendations for Noncollegiate Courses); (2) credit by examination (such as use of the College Level Examination Program tests or locally made tests); and (3) individualized assessment (such as the portfolio methods described in materials by the Council for the Advancement of Experiential Learning). It was concluded that individualized approaches are best suited to the assessment of women's prior learning for postsecondary vocational education. For employment, it was concluded that matching individual competencies to job requirements (as is done in programs at Goucher College and at Northeastern University) seem most promising.

There appears to be no one best approach that works equally well for all kinds of life experience learning and for both education and employment. The more flexible, individualized assessments, which identify the competencies acquired from experience and those needed in a vocational education program or occupation, were seen as holding the most promise for further work in this project.

The complete review is available through the ERIC system as a project task report (#ED 189 335).

Developing an Inventory of Women's Life Experiences

A survey of 131 adult women (average age, 40) who were returning to paid employment was conducted. Eighty-three percent of these women were

white and 17% were minority. Most were residents of cities (40%) or suburban areas (42%). Almost all (96%) had a high school diploma or GED, but only 36% held a college degree. Eighty-nine percent had not been "regularly employed for pay outside the home" for five years or longer; over 60% had not been employed for pay for more than ten years.

The survey asked these women about frequent specific experiences in homemaking and parenting, volunteer work and community service, credit and noncredit courses, and hobbies, as well as any paid work experience. These women had prior learning experiences related to many occupational groups. However, interpersonal skills were the most common, followed by skills related to sex-stereotyped occupations, such as secretary. Nevertheless, if counselors probe beyond these skills, they can often identify a variety of technical, mechanical, and mathematical reasoning skills that can help women expand the range of vocational education programs and occupations being considered.

An Experience Description Summary was developed to assist counselors, employers, and vocational educators in identifying the job- or program-relevant experiences of adult women. Copies of the Experience Description Summary can be found in the final products of this project, Making Experience Count in Sex Equity Programs and Making Experience Count in Vocational Education.

A report on this task is available through the ERIC system (temporary #CG 015 556). An article based on this task appeared in the Personnel and Guidance Journal (1981, 60(2), 97-101).

Determining the Relationship of Experience to Employment and to Vocational Education

The project was asked, in the RFP, to focus on approximately 20 occupations predicted to be in high demand during the 1980's. The occupations selected were: airline reservation agent, bank clerk/teller, claims adjuster, collection worker, computer programmer, cook/chef, dispensing optician, drafter, electronics assembler, electronics technician, floral designer, home health aide, insurance sales agent, library technician, lithographer, medical record technician, occupational therapy assistant, personnel worker, photo lab technician, respiratory therapy worker, social service aide, and welder.

Occupational literature, task analyses, and job and vocational education program descriptions were reviewed. Interviews were also held with employers. This information was used to develop draft skill lists for each occupation. These lists also included skills identified in the preceding task.

Each list was sent to nine employers or vocational educators for rating. The raters were asked to rate the importance of each skill in selecting new employees or in identifying individuals to receive advanced placement/course exemption. These ratings were then analyzed and used as an indication of the extent to which women's life experience learning would transfer to each occupation. These analyses concluded that the typical re-entry woman would probably perform well or very well in most of the direct-entry jobs in the employment phase of the tryout. They also indicated that the skill and knowledge levels needed for advanced

placement in the vocational education programs would probably be met by approximately one-third of the re-entry women in the vocational education phase of the tryout.

Task reports containing the transferability analyses are available through ERIC (Employment: #ED 192 041; Education: #ED 192 042).

Designing the Process

Using the information from the preceding tasks, an eight-step process was designed. The steps are:

1. Identify the skills, knowledge, and abilities which are required to enter the occupation or taught in the vocational education program.

   The purpose of this step is to determine what is done in the job or taught in the program. This information is often already available in job descriptions or in course guides and outlines.

2. Rank the skills, knowledge, and abilities identified in Step 1. This ranking should be done by workers and supervisors in the occupation or by the faculty members who teach in the program.

   The purpose of this step is to have people who know most about the job or program decide the relative importance of the skills, knowledge, and abilities. Many skills will be "minimal competencies," necessary for all workers or students; others may be less important.

3. Determine which skills, knowledge, and abilities will be considered as sufficient evidence that the job applicant or student has mastered the requirements to enter the job or the content of each course.

   The purpose of this step is to have employers or faculty determine the content and standards for the assessment process.

4. Select the assessment procedure(s) for each job or course. Determine

who will make the assessment. Assessment of life experience learning can involve standardized tests, employer- or teacher-made tests, demonstrations, simulations, interviews, portfolios, or other techniques.

> The purpose of this step is to allow employers or faculty to determine how the process of assessment will be carried out.

5. Recruit adult women who are interested in obtaining employment or vocational education.

> The purpose of this step is to develop and implement an outreach plan to attract adult women who, through their life experience learning, may have acquired the skills, knowledge, and abilities necessary for successful job performance or completion of the vocational education program.

6. Screen the women, using the Experience Description Summary. Information from the screening can be used in two ways: (1) to counsel women about jobs or vocational education programs they might enter, and (2) to identify women who appear to have sufficient life experience learning to be hired or to obtain advanced placement in the program, or credit for certain courses.

> The purpose of this step is to provide a quick and low cost preliminary estimate of how women's skills and experiences are related to the job or the vocational education program.

7. Assess the women and place those who qualify in the job or vocational education program. The type of placement will be determined by the area of experiential learning. The level of placement will be determined from the skills and knowledge identified in the assessment process.

> The purpose of this step is to provide, after assessment, appropriate job placement, course exemption, or advanced placement for those women who have the necessary skills, knowledge, and abilities.

8. Monitor the performance of the women. Obtain information about their continuance and success in the job or the vocational education program. This information can be used to improve the screening process. It may also suggest ways to restructure courses or programs to make them better meet the needs of adult women students.

> The purpose of this step is to collect evidence that will show how well adult women do in the selected occupations or vocational education programs. This evidence can be used to improve the recruitment and selection process. It can also be used to demonstrate program effectiveness. The evaluation information may suggest ways of designing job training or vocational education programs for re-entry women.

This process is flexible enough that it can be adapted to the standards and special requirements of any business, industry, or vocational education program.

Tryout of the Process and Revision of the Competency Analyses

The purpose of this task was to try out the process which had been developed to assess the life experiences of women for entry into employment and for entry into or advanced placement in vocational education programs. The tryout involved using an inventory of women's experiences and skills, the Experience Description Summary, and competency analysis for selected occupations and programs to match experiential learning with job or program requirements. The goal of the tryout was to "determine the validity of the competency analysis and inventory."

The planned design of the tryout was to administer the Experience

Description Summary to women returning to employment and entering vocational education programs, to use the Experience Description Summary to match women's skills with the requirements (determined by the competency analysis) for the selected occupations and programs, to use the matching process to place approximately 100 women in jobs and approximately 150 to 200 women in vocational education programs, and to monitor their performance in order to determine the validity of the process.

In the occupational phase of the tryout, the Experience Description Summary was administered to 155 women. Forty-nine of these women later entered employment. After six months, employer ratings of the women's over-all job performance and specific job competencies were obtained. Sixty-nine percent of the women were rated "above average" by their employers in comparison with "all women currently in this job." None of the women was rated a "below average" worker.

Several of the Experience Description Summary scales had satisfactory correlations with over-all job performance ratings; these were insurance sales agent .65, credit/collection worker .61, home health aide .54, floral designer .46, photo lab technician .41, electronics assembler .32, and bank clerk/teller .21. The scales for airline reservation agent and claims adjuster were less satisfactory. The women's competency self-ratings on the Experience Description Summary scales tended to be somewhat lower than their employers' evaluations of the women on the same competencies. Thus, skill self-ratings of the type used in this tryout can be considered to be good predictors of job success, but tend toward being underestimates.

Insufficient data were obtained to permit validation of the Experience Description Summary scales for the vocational education programs.

The tryout also showed that the process was difficult to implement, especially in vocational education programs. Some of the problems were inherent in the design itself, while others were the result of circumstances that could not have been foreseen.

Despite the implementation problems, the tryout demonstrated that adult women have a wide variety of learning experiences and that they develop job-relevant skills from these experiences. When such women enter paid employment, they are considered by their employers to be above average workers.

Complete details of the tryout and competency analysis tasks are available through ERIC (Tryout: #ED 204 520; Competency Analyses: #ED 204 553).

Publications

As indicated in the preceding sections, the project staff prepared task reports describing each major activity. These reports are available through the ERIC system.

The project staff also prepared two descriptive publications, Making Experience Count in Sex Equity Programs and Making Experience Count in Vocational Education, which are available through ERIC (temporary #CE 029 992 and #CE 029 993, respectively). These publications were distributed to all state sex equity coordinators in the fall of 1981 as part of four regional workshops.

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Introduction

The overall objectives of this project, as stated in the RFP, were to develop a process by which the life experiences of adult women could be assessed for entry into employment and for entry into or advanced placement in vocational education programs. To accomplish these objectives, several tasks were specified. These included:

- Determining the state of the art in transferring women's life experiences to education and employment
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- Revising the competency analyses, and
- Preparing and disseminating publications describing the process.

This report summarizes these tasks.

Advisory Committee

The first activity was to set up a nine-member advisory committee to provide guidance and to review project materials. The original members of this committee were:

Jane P. Fleming
Wider Opportunities for Women

Dennis Gallagher
National Manpower Institute

Marie R. Keeney
PA Commission on the Status of Women

Morris Keeton
Council for the Advancement of Experiential Learning

Cynthia E. Marano
Displaced Homemaker Center
Baltimore, MD

Ruth Nadel
U.S. Department of Labor
Women's Bureau

Irene E. Portillo
CA Board of Vocational Education

Merble Harrington Reagon
National Council of Negro Women

Arlene B. Syring
Employers Insurance of Wausau

Later, when Dennis Gallagher resigned from the committee, it was decided to enlarge the committee to ten members. The two new members of the committee were John D. Erdlen, Employment Management Association, and Joan M. Goodin, National Manpower Institute.

Dissemination Plan

The project staff prepared a plan for the dissemination of information about the project. This plan, which was submitted to the U.S. Office of Education on October 31, 1978, described the descriptive brochures to be developed, and the plans for placement of articles in the general news media, for placement of articles in professional publications, for making oral presentations about the project to business, educational, women's, and professional groups, and for responding to telephone inquiries and letters. These plans were implemented after their approval by the project officer. The project was especially successful in obtaining placements in the general news media and in reaching individuals operating counseling programs for displaced homemakers and/or other adult women entering employment or postsecondary education.

Determining the State of the Art

The first substantive task was to "determine the state-of-the-art in establishing the transferability of women's life experiences to employment and to completion of requirements for vocational education programs." Methodology involved both a review of the literature and, also, interviews with organizations, projects, and individuals to determine the approaches being used to accredit women's life experience learning and to identify the obstacles to such accreditation. This task identified six major barriers to providing recognition for life experience learning.

- Identification--the woman herself, the potential employer, or the vocational educator may not recognize that life experiences are learning activities in which new skills and abilities are acquired
- Articulation--the woman, the employer, or the vocational educator may not see the relationship between the skills acquired through life experiences and those required in a paid job or in a vocational education program
- Assessment--even when articulation is acknowledged, formal recognition may not occur because of problems in determining the scope and level of the skills
- Knowledge Gaps--because prior experience learning is not systematically organized, the knowledge acquired may not cover all topics required by the job or taught in the vocational education program
- Financial--employers are concerned that the cost of

assessing experiential learning will not be offset by the lower cost for worker training. Vocational institutions are worried about the loss of tuition income. Also, many states have financial reimbursement policies that do not provide payments for assessment of experiential learning

- Beliefs--some people think that only work done for pay is "real work" and, therefore, depreciate the unpaid work done by women. Sex stereotypes often reinforce these beliefs. Educators sometimes worry that accepting life experience learning can result in lower standards or admission of individuals unable to complete the program satisfactorily.

The review identified three main approaches used by educational institutions to assess prior experience learning: (1) course or program evaluation (such as use of the American Council on Education's National Guide to Credit Recommendations for Noncollegiate Courses); (2) credit by examination, whether through standardized testing (such as the College Level Examination Program tests) or through locally made challenge examinations or performance tests; and (3) portfolio development and other related forms of individualized assessment, as described in publications available from the Council for the Advancement of Experiential Learning.

It was concluded that the individualized approach is best suited to the assessment of women's prior experience learning for vocational postsecondary education, since it allows for the greatest flexibility in the types of experiences included and the ways in which these experiences

are related to the student's educational program. However, because it is individualized, this method involves more time and higher costs than do the other approaches. Credit by examination works best when there is good correspondence between the content of the examination and the scope of the prior experience learning; however, there are many experiential learning areas where no standardized examination is available or appropriate. Course or program evaluation is possible only for prior learning experiences which involve formal instruction; this type of assessment gives little guidance as to the level of competence (over the minimum required to complete the program) attained by participating individuals.

For employment, the review concluded that matching individual competencies with job requirements (as has been done in projects at Goucher College and Northeastern University) seems best. This approach requires a careful job analysis and cannot rely on existing analyses which may be biased in their views of work traditionally done by women. It may also require cooperative efforts between a woman, an employer, and an educational institution, if there are knowledge gaps between the experiential learning and the job requirements.

There appears to be no one "best" approach which works equally well for all of women's life experiences and for both education and employment. The more flexible, individualized assessments, which identify and match the competencies acquired from experience and those involved in a college course or job, seemed to hold the most promise for process development.

The complete review is available through the ERIC system (#ED 189 335).

Developing an Inventory of Women's Life Experiences

The next task was to "develop an inventory of women's life experiences." This was done by conducting a survey, during the summer of 1979, of 131 adult women (average age, 40) enrolled in pre-employment counseling programs. Eighty-three percent of these women were white and 17% were minority. Most were residents of cities (40%) or suburban areas (42%). Almost all (96%) had a high school diploma or GED, but only 36% held a college degree. Eighty-nine percent had not been "regularly employed for pay outside the home" for five years or longer; over 60% had not been employed for pay for more than ten years.

The survey asked these women about specific experiences in homemaking and parenting, volunteer work and community service, credit and noncredit courses, and hobbies, as well as any paid work experience.

Almost all of the respondents had extensive experience in homemaking and parenting. All of the women had experience and skill in evaluating and purchasing food, cooking and baking, maintaining and caring for clothing, providing for family health and safety, managing money, and planning travel and/or recreation. In response to questions about "nontraditional" homemaking skills, it was found that 40% of these women had, at some time, made automobile repairs, 86% had done wallpapering or painting, 84% had refinished furniture, 49% had done carpentry or construction, 49% had made electrical repairs, and 46% had made plumbing repairs.

Many of the women surveyed had extensive experience in volunteer work or community service. The data about these experiences are shown in Table 1. Three such activities, each done by more than 70% of the women,

were: (1) referring others to sources of information, (2) responding to telephone inquiries for information, and (3) quantity food preparation. More than 60% of the respondents had, at some time, taught groups of children or adults, trained others to work in their organization, done typing, filing, or other organizational office work, and done fund raising. Over one-half of the respondents had held elective office in an organization; as a consequence, they had skills in chairing meetings, making written and oral reports, and in doing other administrative activities.

The survey asked the women to rate themselves on 28 skills most frequently listed in the worker trait profiles of the Dictionary of Occupational Titles. These data are shown in Table 2. The highest ratings were on the ability to take responsibility, help others, deal with people, adjust to a variety of activities and to frequent unexpected changes, be self-directed, evaluate a product using one's own standards, analyze a problem, and interpret other's feelings and opinions.

The survey report concluded that "adult women have a wide variety of life experiences through which they acquire skills and knowledge that are job relevant." It found that interpersonal skills were the most common, as were skills related to jobs in clerical and secretarial work, retail sales, manufacturing, and service occupations. It recommended that career counselors probe beyond these common skills to identify other skills (especially technical, mechanical, and mathematical reasoning skills) that would help women expand the range of vocational education programs and occupations being considered. The report also recommended counseling to help women see how they can advance in their careers by combining their

interpersonal and managerial skills with what they have learned in entry-level jobs.

The information from this survey, showing specific experiences by occupational group and the percentage of women who reported having frequently engaged in each activity, is presented below.

Experiences related to Agriculture and Agribusiness occupations:

Growing flowering plants	71%
Floral design	59%
Pet care, grooming, or training	53%
Landscape design	47%
Lawn maintenance	47%
Vegetable or fruit growing	43%
Paid job in agriculture	6%

Experiences related to Business and Office occupations:

Managing household money	82%
Maintaining home financial records	76%
Selecting living quarters	69%
Paid job as a secretary	65%
Elective office in a volunteer organization	44%
Typing, filing, or office work for a volunteer organization	42%
Responsibility for the day-to-day administration of a volunteer organization	33%
Supervision of other volunteers	32%
Paid job as a bookkeeper	28%
Keeping accounts for a volunteer organization	24%
Being responsible for the financial management of a volunteer organization	22%

Experiences related to Communications and Media occupations:

Speaking before large groups	33%
Obtaining and scheduling speakers, performers, or films	32%
Photography hobby	29%
Writing or editing a newsletter	29%
Writing press releases	25%
Performing in shows or concerts	20%

Experiences related to Construction occupations:

Interior design	60%
Furniture building	38%

Painting, wallpapering, or setting tile	22%
Carpentry or construction	10%
Paid job in building or construction	3%
Making electrical repairs	2%
Making plumbing repairs	2%

Experiences related to Fine Arts and Humanities occupations:

Providing religious instruction	74%
Fine arts hobbies (music, painting, etc.)	54%
Reading in the humanities	32%
Designing clothing	29%
Creative writing	24%
Learning or maintaining a foreign language	22%
Credit or noncredit courses in the humanities	21%
Designing posters	21%
Paid job in the creative or performing arts	17%
Translating material into English	6%
Translating material into another language	2%

Experiences related to Health occupations:

Providing home health care	88%
Caring for an infant	84%
Giving first aid for injuries	66%
Diagnosing childhood diseases	51%
Reading in the biological sciences	17%
Caring for an elderly or handicapped family member	15%
Credit or noncredit courses in the biological sciences	13%
Paid job as a nurse	12%

Experiences related to Manufacturing, Repair, and Technical occupations:

Managing time and scheduling activities	96%
Setting priorities	88%
Crafts (ceramics, stained glass, etc.)	56%
Making clothing for children or adults	51%
Assembling children's toys and play equipment	48%
Training others to work in a volunteer organization	47%
Repairing furniture	38%
Credit or noncredit courses in crafts	35%
Supervising the work of other volunteers	32%
Paid job in manufacturing	23%
Reading in the physical sciences	14%
Credit or noncredit courses in the physical sciences	12%
Furniture finishing/refinishing	12%
Paid job in science or technology	12%
Paid mechanical or repair work	5%
Making small appliance repairs	2%

Experiences related to Marketing and Distribution occupations:

Evaluating and purchasing food	100%
Evaluating and purchasing textile items	88%
Evaluating and purchasing furniture and appliances	65%
Paid job in retail sales	40%
Supervising the distribution of printed materials	32%
Selecting, pricing, and selling items for a volunteer organization	28%
Organizing a sale	27%
Creating advertising for an organization	21%

Experiences related to Personal Service occupations:

Cleaning and caring for clothing	97%
Housecleaning and home maintenance supervision	93%
Providing personal grooming or beauty care	77%
Paid job in household service	20%
Paid job in cosmetology	6%

Experiences related to Public Service occupations:

Listening to and advising children in the family	92%
Evaluating and selecting educational institutions	74%
Evaluating and selecting child care arrangements	72%
Referring others to sources of information and assistance	58%
Responding to telephone inquiries for information	52%
Counseling individual children or adults	40%
Counseling groups of children or adults	34%
Fund raising	32%
Reading in the social sciences	32%
Conducting a telephone or questionnaire survey	30%
Individual tutoring of children or adults	29%
Working with the elderly	29%
Paid job as a teacher	28%
Credit or noncredit courses in the social sciences	25%
Working with the emotionally disturbed	24%
Paid job in social work	22%
Paid job in a library	16%

Experiences related to Food Service, Hospitality, and Recreation occupations:

Family cooking and baking	98%
Participating in individual sports	77%
Organizing family social events and entertainment	61%
Doing gourmet cooking	55%
Planning family vacations, travel, or recreation	52%
Doing quantity cooking or baking for an organization	50%
Entertaining groups of children	47%

Camping hobby	41%
Paid job as a waitress	32%
Backpacking or hiking hobby	24%
Coaching a sport	24%
Organizing a volunteer group's dinner or dance	24%
Paid job as a cook	23%
Arranging organizational or group trips	22%
Participating in team sports	22%
Paid job as a travel agent	4%

Experiences related to Transportation occupations:

Providing family transportation	72%
Driving a truck, van, or bus for a volunteer organization	29%
Supervising automobile maintenance	29%
Boating or sailing hobby	20%
Making automobile repairs	4%

This information was also used to develop Part I of the Experience Description Summary (EDS), which is included in this report as Appendix A. This section of the instrument can be used to provide career and educational counseling for adult women. The information from this survey was also used in the next two project tasks, determining the transferability of these skills to employment and to vocational education programs.

A report on this task is available through the ERIC system (temporary #CG 015 556). An article based on this task also appeared in the Personnel and Guidance Journal (Ekstrom et al., 1981).

Transferability Analyses

The next two tasks, conducted concurrently, involved identifying the skills needed in selected direct-entry occupations and in selected vocational education programs. The occupational phase was carried out by Educational Testing Service project staff; a subcontractor, the American Association of Community and Junior Colleges (AACJC), was responsible for the vocational education phase of the project.

The occupations and programs were selected according to criteria set forth in the RFP: "The jobs selected shall be those for which there is a growing demand. They shall be drawn from at least ten of the occupational clusters; and ten of the jobs shall be traditionally male-intensive occupations." The final list of 22 occupations and programs included: airline reservation agent, bank clerk/teller, claims adjuster, computer programmer, cook/chef, credit/collection worker, dispensing optician, drafter, electronics assembler, engineering/science technician, floral designer, home health aide, insurance sales agent, library technician, lithographer, medical record technician, occupational therapy assistant, personnel/employee benefits worker, photo laboratory technician, respiratory therapy worker, social service aide, and welder. (Two extra occupations were included to provide a back-up in case of problems.)

Occupational Phase

For each direct-entry occupation, the ETS staff held interviews with two employers in each of two cities. The purpose of these interviews was to identify the skills, knowledge, and abilities needed in the job. Using this information and literature describing the occupation, draft competency rating lists were developed. (Copies of these draft lists are included in the task reports identified at the end of this section.) Since the RFP specified that the job-related competencies be verified by employers and workers in "appropriate employing establishments," the rating lists for each occupation were sent to nine employers. The employers were asked to rate each item for its usefulness in selecting new employees. The rating scale used to evaluate the skills was: 3 = superior workers, 2 = average

workers; 1 = minimum job performance; and 0 = not relevant. (It should be noted that this scale, adapted from Primoff [1975], was found confusing by some respondents.) Mean ratings were computed and then related to the skill self-ratings from the survey of women's life experiences.

The items in the competency lists are of two types: (1) transferable skills, which includes both what Fine (1957) calls functional skills (working with people, information, and things) and self-management skills (which are related to temperament or personality), and (2) job-specific skills, which include what Fine calls work-content or technical skills. Many of the items on the transferable skills list were derived from Sjogren's (1977) list of occupationally transferable skills and characteristics.

Table 3 presents the transferability analysis for the Project ACCESS employment component. Using the skills from the women's survey, this analysis compared the women's self-ratings of competence with the employers' ratings of the importance of these skills in selecting new employees. The skills are presented in order of the women's self-ratings. A mean employer rating of 1.5 or higher indicates that employees with this skill are expected to give average or superior job performance; a dash indicates that the skill was either not relevant to or not asked about for that occupation. It should be noted that a confidence limit of $\pm$ .5 was used to determine whether sets of ratings were similar--if the ratings fell within this range, they were considered similar.

In comparing the women's self-ratings with the employers' ratings for each skill, it can be seen that the women's mean self-ratings for ten of

the 22 skills (indicated by asterisks) met or exceeded the employers' mean ratings for all occupations.

For five of the skills (items 2, 7, 14, 18, and 21), although the women's self-ratings did not reach those of the employers, for no occupation did the difference between ratings exceed .5.

For each of the remaining skills (items 8, 9, 10, 12, 13, 16, and 19), the difference between the women's self-rating and the employers' selection rating exceeded .5 for only one of the nine occupations. In each of these cases, the employers' rating of the skill was very high, indicating the importance of the skill in that particular occupation.

Examination of the women's skill self-ratings in relation to specific occupations shows that (within the $\pm$ .5 confidence limit) the average woman rated herself as having all of the skills employers rated as necessary for average or superior performance as a beginning airline reservation agent, bank clerk/teller, credit/collection worker, home health aide, or photo lab technician. In addition, the average woman had all but one of the skills necessary for average or superior performance as a beginning floral designer or insurance sales agent, and all but two of the skills necessary for average or superior performance as a beginning electronics assembler. Finally, the average woman had all but three of the skills rated as necessary for average or superior performance as a beginning claims adjuster.

Vocational Education Phase

It had originally been planned that AACJC would visit vocational education programs and hold interviews with faculty to identify the competencies required for entrance into and/or advanced placement in each of the program

areas. Instead, AACJC mailed the interview discussion record form to "a random sample of women instructors and curricular program managers." Fourteen responses were received, but none of the information related to the target occupations. A second effort was made to have AACJC collect information by telephone interviews and to have the programs mail copies of descriptive materials to ETS. When these materials were finally received, they were used by the ETS staff to draft competency rating lists. Each rating list was then sent to a sample of nine vocational educators. Two types of ratings were requested: (1) for selecting students to enter the program, and (2) to identify students to receive advanced placement or course exemption. Since several of the respondents indicated that the philosophy of their program was to accept all applicants, it was concluded that the selection ratings were of little utility. The vocational education transferability analysis, therefore, focused on the advanced placement ratings. The vocational educators were asked to rate each item for its usefulness in identifying students with the skills required for advanced placement. The rating scale used to evaluate the skills was: 3 = very important; 2 = valuable; 1 = not useful; and 0 = not relevant. The transferability analysis compared these ratings with the women's skill self-ratings.

Table 4 presents the transferability analysis for the Project ACCESS vocational education component. Using the skills listed in the women's survey, this analysis compares the women's self-ratings of competence with the vocational eductors' ratings of the importance of these skills in awarding advanced placement. The skills are presented in order of the

women's self-ratings. A mean educator placement rating of 1.5 or higher indicates that students with this skill could be expected to receive advanced placement or course exemption; a dash indicates that the skill was either not relevant to or not asked about for that program. It should be noted that a confidence limit of $\pm$ .5 was used to determine whether sets of ratings were similar--if the ratings fell within this range, they were considered similar.

In comparing the women's self-ratings with the educators' ratings for each skill, it can be seen that the women's mean self-ratings for four of the 24 skills (indicated by asterisks) met or exceeded the educators' mean ratings for all programs.

For 11 of the skills (items 3, 4, 5, 6, 7, 8, 10, 14, 16, 17, and 21), although the women's self-ratings did not reach those of the educators, for no program did the difference between the ratings exceed .5.

For each of the remaining skills (items 9, 11, 12, 13, 15, 18, 22, 23, and 24), the difference between the women's self-rating and the educators' placement rating exceeded .5 for only one of the six programs. In each of these cases, the educators' rating of the skill was very high, reflecting the importance of the skill in that particular program.

Examination of the women's skill self-ratings in relation to specific vocational education programs shows that (within the $\pm$ .5 confidence limit) the average woman rated herself as having all of the skills educators rated as necessary for advanced placement or course exemption in drafting and respiratory therapy programs. In addition, the average woman had all but one of the skills necessary for advanced placement or course exemption in

library technology and medical record technology programs, and all but two of the skills necessary for advanced placement or course exemption in a cook/chef program. Finally, the average woman had about one-half of the skills necessary for advanced placement or course exemption in an occupational therapy program.

The most highly rated items for each occupation and each vocational education program were incorporated into Part II of the Experience Description Summary (see Appendix B and C, respectively). These Experience Description Summary rating lists were to be used in the tryout phase of the project to identify women who had the skills necessary to enter the target occupations or to receive advanced placement in a vocational education program.

The transferability analyses concluded that the project tryout could expect to find sufficient numbers of women with the skills needed for entrance into the selected jobs and for advanced placement in the selected vocational education programs. Some occupations, like credit/collection worker and home health aide, appeared to be closely related to the average adult woman's experiential learning, while others, like claims adjuster, were less closely related. It was estimated that most of the women applying for the employment phase of the tryout would have experientially learned skills at a level sufficient to enter one or more of the target occupations. It also seemed likely that at least one-third of the women entering the tryout would have skills and knowledge at a level necessary to receive advanced placement in one of the postsecondary vocational education programs.

The complete task reports, including draft rating lists, are available through the ERIC system (Employment: #ED 192 041; Vocational Education: #ED 192 042).

Designing the Process

Using the information from the preceding tasks, an eight-step process for the tryout and on-going usage was designed. The steps are:

1. Identify the skills, knowledge, and abilities which are required to enter the occupation or taught in the vocational education program.

   The purpose of this step is to determine what is done in the job or taught in the program. Often this information is already available in job descriptions or in course guides and outlines.

2. Rank the skills, knowledge, and abilities identified in Step 1. This ranking should be done by workers and supervisors in the occupation or by the faculty members who teach in the program.

   The purpose of this step is to have people who know most about the job or program decide the relative importance of the skills, knowledge, and abilities. Many skills will be "minimal competencies," necessary for all workers or students; others may be less important.

3. Determine which skills, knowledge, and abilities will be considered as sufficient evidence that the job applicant or student has mastered the requirements to enter the job or the content of each course.

   The purpose of this step is to have employers or faculty determine the content and standards for the assessment process.

4. Select the assessment procedure(s) for each job or course. Determine who will make the assessment. Assessment of life experience learning can involve standardized tests, employer- or teacher-made tests,

demonstrations, simulations, interviews, portfolios, or other techniques.

The purpose of this step is to allow employers or faculty to determine how the process of assessment will be carried out.

5. Recruit adult women who are interested in obtaining employment or vocational education.

The purpose of this step is to develop and implement an outreach plan to attract adult women who, through their life experience learning, may have acquired the skills, knowledge, and abilities necessary for successful job performance or completion of the vocational education program.

6. Screen the women, using the Experience Description Summary. Information from the screening can be used in two ways: (1) to counsel women about jobs or vocational education programs they might enter, and (2) to identify women who appear to have sufficient life experience learning to be hired or to obtain advanced placement in the program, or credit for certain courses.

The purpose of this step is to provide a quick and low cost preliminary estimate of how women's skills and experiences are related to the job or the vocational education program.

7. Assess the women and place those who qualify in the job or vocational education program. The type of placement will be determined by the area of experiential learning. The level of placement will be determined from the skills and knowledge identified in the assessment process.

The purpose of this step is to provide, after assessment, appropriate job placement, advanced placement, or course exemption for those women who have the necessary skills, knowledge, and abilities.

8. Monitor the performance of the women. Obtain information about their continuance and success in the job or the vocational education program. This information can be used to improve the screening process. It may also suggest ways to restructure courses or programs to make them better meet the needs of adult women students.

> The purpose of this step is to collect evidence that will show how well adult women do in the selected occupations or vocational education programs. This evidence can improve the recruitment and selection process. It can also be used to demonstrate program effectiveness. The evaluation information may suggest ways of designing job training or vocational education programs for re-entry women.

This process is flexible enough that it can be adapted to the standards and special requirements of any business, industry, or vocational education program.

Design of the Tryout

The next task was to plan the tryout. Preliminary information about possible tryout sites was collected, based on the availability of large numbers of institutions offering accredited vocational education programs in the selected occupational areas. ETS staff then obtained data about employment opportunities in each of these sites, using both published sources and contacts with State Departments of Labor, unions, and occupational organizations. ETS staff visited several potential sites to talk with employers of workers in the selected occupations. They also obtained information about women's centers in each potential site. The AACJC staff also visited a number of areas to talk with vocational educators.

It had originally been planned to carry out both the occupational

and the vocational education tryouts in the same metropolitan areas, doing intake at one women's center and referring the selected individuals to either a vocational education program or employment on the basis of their experience and their needs. It was concluded that this would be impossible to implement. In September 1979, a report on the tryout plan was presented to the project's advisory committee. AACJC reported that the vocational education component of the tryout would be conducted in 18 colleges in four states (California, Florida, Maryland, and Massachusetts), with training of site coordinators scheduled to begin on October 15, 1979. ETS reported that the employment component would be conducted in California, Illinois, New Jersey, and a yet to be selected southern state (either Florida or Texas).

The tryout schedule called for recruitment and intake screening of women for both components to begin in November 1979, with final selection decisions made by the end of December. Women would enter the vocational education programs in January/February 1980. Women selected for the employment phase would receive counseling and placement assistance from women's centers during this period. Participating colleges and women's centers were to receive payments of $50.00 per woman to cover the cost of collecting the experience information, providing counseling to direct the women to the occupation or program which best matched their skills and competencies, and monitoring their job or educational progress.

Tryout of the Process

The details of the tryout are described in the Task B1 report, which is available through the ERIC system (#ED 204 520). As this report

indicates, the tryout planned to use the Experience Description Summary to select women who had the experience and skills to meet job or program requirements, to place approximately 150-200 women in appropriate vocational education programs and approximately 100 women in appropriate jobs, and to monitor their progress to "determine the validity of the competency analysis and inventory."

Occupational Phase

The occupational phase of the tryout was carried out in cooperation with the Displaced Homemaker Center, Oakland, CA; Flexible Careers, Chicago, IL; the Volunteer Bureau of Bergen County, Hackensack, NJ; and the Women's Center of Dallas, Dallas, TX. Each center had a good record for their previous work with adult women. Recruitment by these centers yielded a total of 285 applicants for this phase of the project. Of this number, 223 met the project criteria (high school graduates who had been primarily homemakers during the preceding five years) and were accepted into the tryout. During recruitment, each woman was given information about the types of jobs available. Informed consent agreements were obtained from all women accepted for the occupational tryout.

Counseling sessions for the occupational phase focused on the use of the Experience Description Summary (EDS) to identify skills and on the identification of occupations using these skills. Other topics related to returning to paid work were also covered in the eight counseling sessions. (A workbook of exemplary counseling material was provided for each center by ETS; center staff were encouraged to modify and/or supplement this workbook with materials they had previously found useful.)

Attrition during counseling (approximately 30%) resulted in a final group of 155 women for the employment tryout. Background and experience information for these women is given in Table 5.

As can be seen from this table, the typical woman in this project was between 40 and 44 years of age and had been a homemaker for 20 to 24 years. Approximately three-quarters of the women are white, while the remaining one-quarter includes several minority groups. Sixty-nine percent of the women were married at the time they entered the tryout; the others were displaced homemakers or women who were the sole support of their families. The two main reasons given for seeking paid employment were self-fulfillment and to obtain increased income. Project target occupations of greatest interest were airline reservation agent, social service aide, and personnel worker; there was limited interest in the insurance sales and electronics assembler jobs.

Most of the women had done homemaking activities such as cooking, shopping, cleaning, parenting, and money management; however, only 37% had done home appliance repairs. The women felt that their strongest homemaking skills were parenting and money management. Over 80% of the women had done some type of volunteer work or community service; educational activities were the most frequently reported. Over 90% of the women had some paid work experience; nearly one-half had done business detail type jobs (secretarial, bookkeeping, typing, filing, etc.).

Most of the women had some type of postsecondary education. Thirty-six percent had attended a vocational or technical school, most frequently in a business program. Sixty-six percent had attended college; the most

frequently reported areas of college study were humanities, education, business, and psychology.

Table 6 shows the mean EDS scale scores for the 155 women who completed counseling. As can be seen, these mean scores range from a high of 2.43 for bank clerk/teller to a low of 2.02 for electronics assembler. This table also shows the percentage of mean item scores on each scale that were at or above 2.0 (2 = I can do this fairly well; I usually do it without any special problems or difficulty; I usually enjoy doing it). On three scales--bank clerk/teller, credit/collection worker, and home health aide--all item means were above 2.0. On four other scales--social service aide, airline reservation agent, floral designer, and photo lab technician--more than 90% of the item means were at or above 2.0. Three other scales had more than 80% of their items at or above the 2.0 level. Thus, it can be demonstrated that most of the items on these scales represent skills that have been developed by the typical adult woman who is returning to paid work. Means for each item on the EDS occupational scales are given in Appendix D.

One question addressed by this research was the relationship between adult women's career interests and the skills they have learned through their life experiences. If women's career interests are based on their experiences, we would expect to find a high correlation between the percentage of women interested in an occupation and the mean EDS scores. This proved to be true. The correlation between the mean EDS scores for these occupations and the percentage of women interested in the occupation was .48. This coefficient is significant beyond the .001 level.

The reason for this high correlation lies in the fact that many life experience skills are acquired because the individual has a related interest. Both women and men use their discretionary time (time available after their basic, required activities have been completed) to engage in activities that interest them. Thus, life experience skills are, in part, a function of interests. Some life experiences, however, are the result of necessity, not choice. This probably accounts for differences such as the relatively high skill level but low interest level for the occupation of home health aide.

It would have been interesting and valuable to determine whether interests or skills were better predictors of these women's eventual occupational choices. Unfortunately, as will be described later, there were too few women employed in any given occupation to permit a meaningful analysis.

Job development with employers in each of the four locations was done cooperatively by the centers and the ETS staff. By the end of this effort, a total of 112 (minimum) to 184 (maximum) jobs had been promised by employers through signed agreements. In addition, a number of other employers agreed to interview women from the project for possible employment, but were unable or unwilling to sign an employment agreement. Most of the participating employers received training, from a member of the project staff, in assessing adult women's experiential learning.

The final number of project women employed, as of June 1980, was a disappointing 49 (approximately one-half of the goal of 100 women). Two types of problems accounted for this:

1. Quite a few of the women who completed counseling decided not to take project jobs. Some preferred to take similar jobs with other employers located closer to their homes; others preferred to seek employment in occupations not targeted by this project. Consequently, many of the jobs that had been developed for this project went unfilled.
2. General tightening of the job market, which accompanied a sharp rise in the unemployment rate during the spring of 1980, resulted in some employers being unable to provide jobs that they had expected would be available.

Analysis of the women's background factors showed that women who had been homemakers for 25 years or longer were more frequently employed than were those who had been homemakers for 15 years or less. However, women over 50 were less frequently employed than were younger women. These findings suggest that the project was successful in helping the women transfer their homemaking and other unpaid work experience skills into paid employment, but that there may be a reluctance among employers to hire women over 50. Women who were seeking employment to find self-fulfillment were less frequently employed than were those who needed increased income. Women who were interested in jobs in insurance sales, electronics assembly, credit and collection work, and personnel work were more frequently employed than were those with other interests. Women who had some vocational education were more frequently employed than were women who had attended college.

The tryout report discussed several factors which were related to

the difficulties encountered in the tryout. These included both design factors and situational factors. The report made several suggestions for future related projects:

1. Include adult women with a record of intermediate work experience in low-skill jobs, as well as displaced homemakers and other homemakers needing paid employment.
2. Do not set up limits on the types of jobs available. Try to encompass the entire range of occupations. Emphasis on "traditionally male-intensive" jobs may be unrealistic in a program for women who have been homemakers for many years.
3. Focus on skill assessment and on job-finding techniques. The project staff concluded that job development by women's centers, counselors, or individuals other than the person seeking employment is not only time-consuming and costly, but can reduce adult women's self-confidence and encourage future dependence on social agencies. The job needs and values of each individual play an important role in final job choice and cannot be adequately foreseen in job development.
4. Consider programs in cooperation with local employers and vocational education institutions. Such a program might provide initial skill identification and career counseling, followed by placement in an entry-level job and concurrent vocational education to develop the

skills and knowledge necessary for job advancement.

5. Planning a project on the basis of national labor market projections is probably unwise. It would be better to concentrate on local employment needs and to develop the kind of program outlined above, combining placement in a job and vocational education.

In the fall of 1980, ETS contacted the employers of the 49 women who had entered paid employment. Each employer was asked to rate the woman's over-all job performance and, also, to rate her on the specific competencies needed in the occupation.

Sixty-nine percent of the women were rated "above average" by their employers in comparison with "all other women currently in this job"; 50% were rated "above average" in comparison with "all individuals currently in this job." None of the women from this project was rated a "below average" employee. The women's competency self-ratings were compared with the employers' evaluations of them on the same competencies. The results for the most commonly reported skills are shown in Table 7. As can be seen, the women's pre-employment self-ratings of their ability tended to be lower than their employers' evaluations of them after six months employment. This finding is similar to other research which has shown that re-entry women frequently lack self-confidence and tend to underestimate their ability. The women were rated by their employers as above average (2.5 or higher) on 56% of the skills, average (2.0 to 2.4) on 39% of the skills, and below average (1.9 or lower) on only 5% of the skills.

Correlations between the EDS scale scores and the employers' global

ratings of the women's job performance are shown in Table 8. As can be seen, most of the scales were good predictors of job performance. There were not enough women in any given occupation to determine the differential predictability of these scales.

Caution must be emphasized in interpreting the occupational tryout data, both because of the small number of women and the small number of employers involved. It is impossible to determine the extent to which these findings would be replicated in larger samples.

Vocational Education Phase

This activity was the primary responsibility of a subcontractor, the American Association of Community and Junior Colleges (AACJC). In September 1979, AACJC reported to the project's advisory committee that the vocational education tryout would be conducted in 18 colleges in four states (California, Florida, Maryland, and Massachusetts), with site coordinator training to begin on October 15, 1979. In November 1979, AACJC notified ETS that training has been completed in 12 institutions. In January 1980, AACJC notified ETS that several colleges had shifted to once-a-year enrollment and, therefore, the women in these schools could not enter the vocational education programs until September 1980. After consultation with the Department of Education project officer, it was decided to limit the vocational education tryout to one marking period, instead of the two originally planned.

In February 1980, AACJC reported that only three women were enrolled in the vocational education tryout. However, an accompanying chart showed that AACJC expected to have adequate numbers of women enrolled in the

programs in September 1980. At the project advisory committee meeting in July 1980, AACJC reported that they expected to have a minimum of 18-20 women enrolled in cook/chef, 18-19 in data processing, 22-24 in drafting, 28-29 in electronics technology, 13-15 in library technology, 11 in printing, 11 in medical record technology, 11-13 in occupational therapy, 14-17 in respiratory therapy, and 23-26 in welding programs in September 1980.

However, in September 1980, AACJC reported that only nine women had been enrolled in the vocational education tryout. The report from AACJC stated:

> "The concept of awarding credit for learning external to the classroom, lab or shop, has gained wide acceptance among post secondary vocational educators. Where it is not accepted, key issues raised by cost conscious administrators and overworked counselors and instructors center on problems of administrative cost and institutional reluctance to change in these times of dramatic enrollment changes. The sharp rise in the number of part time learners for whom state and federal agencies do not provide adequate support service funds jeopardize the initiation of any new services that require labor intensive activities by admissions, counselor or instructional staff. Further barriers were identified in institutional policies covered by collective bargaining. None of the more than 100 institutions originally contacted would allow counselors to be directly compensated by the project. Thus any efforts on the part of staff were to be volunteer efforts above and beyond the normal duties. This came at a time when cost cutting efforts have sharply reduced the number and skill levels of vocational counselors in most states."

After reviewing the status of the vocational education tryout with the Department of Education project officer, ETS concluded that it was too late to attempt a tryout of the materials in other institutions.

ETS was able, however, to obtain some information about adult women in vocational education programs with the assistance of two county colleges in New Jersey. These colleges had enrolled--in data processing, electronics

technology, and medical record technology programs--at least 14 adult women who met the project criteria (high school graduates who had been primarily homemakers for at least five years preceding enrollment). It was concluded that, if these two colleges are typical of others elsewhere in the country, there are adequate numbers of adult women with extensive homemaking experience enrolling in vocational education programs. Perhaps an approach different from that used by AACJC would have made it possible to obtain the tryout data.

It was concluded that the tryout process was difficult to implement, especially in vocational education programs. Some of the problems were inherent in the design itself, while others were the result of circumstances that could not have been foreseen. The basic problem is that employers and vocational educators are looking for a "quick and cheap" way to assess what people have learned in a lifetime. Any paper and pencil test that is short enough to meet this requirement will be "second best" in comparison with a more detailed, individualized assessment. However, the Experience Description Summary, developed in this project, is a first step toward the kind of screening instrument that employers and vocational educators seem to be seeking.

Competency Analysis

The development and validation of the competency lists for several occupations and vocational education programs was a major activity of this project.

As indicated in the discussion of the transferability analyses, these lists were developed by the project staff using an adaptation of Primoff's

(1975) job element technique. This involved two steps: (1) developing--through interviews and/or analysis of occupational literature or course and program descriptions--preliminary lists of the knowledge, skills, and abilities (KSA's) required in each target occupation and vocational education program; and (2) obtaining validation ratings of each list, from nine employers or vocational educators in the occupational area, to determine the importance of each KSA in selecting workers or in determining advanced placement status.

The resulting draft lists (available in the competency analysis report) were used in the tryout phase of the project in two ways: (1) to obtain ratings, from each participating employer or vocational education program, of the importance of these KSA's in that particular setting, and (2) in the Experience Description Summary (EDS) to determine either the best match occupation for women seeking employment, or the vocational education program in which the woman would be most likely to receive advanced placement. Ratings from the individual employers or programs were necessary because of the variation in skills emphasized in different jobs or programs. For example, some drafting programs have an industrial emphasis, while others have an architectural emphasis. Matching on the "average" drafting program would not be appropriate for such programs.

The competency self-ratings of the women who entered employment are shown in Tables 9 to 19. Competency self-ratings for nine adult women enrolled in three vocational education programs are given in Tables 20 to 22.

An analysis comparing the employed women with the women in vocational

education programs is shown in Table 23. As can be seen, the women in all three areas of vocational education consider themselves less able than do the employed women to negotiate between people and more able to cooperate with others, do precise and accurate detailed work, do a repetitive task following a set procedure, and do simple arithmetic computations.

As indicated earlier, the tryout showed that all but two of the occupational scales (airline reservation agent and credit/collection worker) were positively related to global ratings, by employers, of the women's job performance. Two of the three vocational education scales administered in the New Jersey colleges appeared to be measuring program-relevant skills. The women who took the electronics technician scale gave lower self-ratings, suggesting that this scale may be less valid.

Because of the small number of women upon whom these results are based, caution is advised in making inferences from these data.

The revised occupational and vocational education rating lists, Part II of the Experience Description Summary, will be found in Appendix B and C, respectively.

A detailed report on the competency analysis task is available through the ERIC system (#ED 204 553).

Dissemination of Findings

The findings of the project were disseminated to all state sex equity coordinators and to selected vocational educators by means of four regional workshops in the fall of 1981. Each workshop described the project, introduced the two final products (the publications, Making Experience Count in Sex Equity Programs and Making Experience Count in Vocational Education),

and trained the participants in conducting job/program analyses and the use of the Experience Description Summary. Both the workshops and the final publications emphasize adapting these materials to local needs. Copies of the two final publications were also distributed by mail to the individuals in charge of displaced homemaker programs in each state.

Copies of the two final publications are available through the ERIC system (Sex Equity Programs: temporary #CE 029 992; Vocational Education: temporary #CE 029 993).

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Table 1

Percentage of Respondents Doing Specified Volunteer Work and Community Service Frequently and Occasionally or Ever

Activity	Frequently/ Occasionally	Ever
Refer others to sources of information and assistance	58	71
Respond to telephone inquiries for information	52	73
Quantity cooking or baking	50	71
Teach groups of children or adults	48	65
Train others to work in volunteer organization	47	63
Make written or oral reports	45	58
Hold elective office in volunteer organization	44	59
Typing, filing, and other office work	42	62
Chair groups/committees	41	58
Lead youth groups	41	53
Develop an agenda for meetings	40	58
Utilize parliamentary procedures	40	57
Individual counseling of children, adolescents, or adults	40	53
Counsel groups of children, adolescents, or adults	34	46
Fund-raising by telephone	33	57
Hold benefit coffee or tea	33	57
Speak before large groups	33	45
Be responsibe for day-to-day administration of a volunteer organization	33	44
Supervise the work of other volunteers	32	47
Obtain and schedule speakers, performers, and films	32	54
Be responsible for the distribution of printed materials	32	51
Door-to-door fund raising	31	60
Phone or questionnaire survey	30	52
Driving truck, van, bus, or car	29	44
Individual tutoring of children or adults	29	53
Work with the elderly	29	44

Table 1 (continued)

Activity	Frequently/ Occasionally	Ever
Write newsletter articles	29	45
Coordinate a fund-raising campaign	28	42
Select, price, and sell items	28	54
Develop calendar of events	27	41
Organize a sale or auction	27	47
Develop a fund-raising campaign	25	40
Write press releases	25	40
Contact local media to inform them about organizational activities	25	43
Keep accounts	24	46
Work with the emotionally disturbed	24	43
Coach a sport	24	38
Organize a dinner or dance	24	43
Place articles in the local news media	22	43
Arrange group trips	22	41
Be responsible for financial management	22	39
Design posters	21	47
Create advertising for organization	21	36
Submit budget for the organization	21	37
Perform in shows/concerts	20	31
Run a box office	20	34
Teach/supervise a recreation program	20	32
Inform the public about political parties, processes, and/or candidates	20	35
Write fund-raising letters	20	41

Table 2

Self-Ratings of Competency

Ability to:	Percentage			
	Very well	Fairly well	Not very well	Not at all
Take responsibility	75	23	2	0
Help others	63	35	2	0
Deal with other people	61	36	3	0
Adjust schedule to a variety of activities and frequent unexpected changes	61	31	8	0
Be self-directed	57	39	4	0
Evaluate a product/advertisement/ informating using your own standards	55	43	1	1
Analyze a problem	52	43	5	0
Interpret other's feelings, ideas, and opinions	51	47	2	0
Use oral communication effectively	49	46	5	0
Do precise and accurate detailed work	48	40	10	2
Coordinate an activity	40	51	9	0
Make decisions	39	52	9	0
Compile information about a problem	39	50	10	1
Do problem solving	38	53	8	1
Perform work under stressful conditions	38	50	10	2
Do a repetitive task following a set procedure	37	43	18	2
Instruct others	36	54	9	1
Evaluate a product/advertisement/ informating using someone else's guidelines	35	51	12	2
Direct, control, and plan the activities of others	35	47	15	3
Write clearly and understandably	34	40	22	4
Negotiate between two or more people or groups of people	32	51	13	4

Table 2 (continued)

Ability to:	Percentage			
	Very well	Fairly well	Not very well	Not at all
Supervise others	29	53	11	2
Influence other people	27	58	14	1
Persuade others	25	59	14	2
Manage others	20	58	17	5
Sell a product or service	20	45	23	12
Do computations/arithmetic	17	39	36	8
Do fund raising	15	31	24	30

Table 3: Transferability Analysis - Employment Component

Ability to:	Women's mean self-rating	Employers' Mean Selection Ratings: Airline Reservations	Bank Clerk/Teller	Claims Adjuster	Credit/Collections	Electronics Assembler	Floral Designer	Home Health Aide	Insurance Sales	Photo Lab Technician
1. Take responsibility	*2.6	-	1.6	-	-	-	-	-	-	2.3
2. Deal with customers or other people	2.6	1.8	2.7	-	1.5	-	2.5	-	2.3	-
3. Adjust schedule to a variety of unexpected changes	*2.5	1.5	-	2.0	-	-	-	1.7	1.6	-
4. Be self-directed	*2.5	-	1.4	-	2.4	-	-	2.0	2.5	-
5. Analyze a problem	*2.5	-	-	-	1.5	-	-	-	1.8	-
6. Interpret the feelings, ideas, and opinions of others	*2.5	-	-	1.5	-	-	-	1.8	2.4	-
7. Use oral communication skills	2.4	1.6	-	1.5	-	-	-	-	2.5	-
8. Do precise and accurate detailed work	2.3	1.4	-	2.5	-	3.0	-	-	-	2.7
9. Compile information	2.3	-	-	3.0	1.0	-	-	-	-	-
10. Do problem solving	2.3	1.8	-	3.0	-	-	-	-	-	-
11. Instruct others	*2.3	-	-	2.0	0.8	1.0	1.0	1.7	1.5	1.4

*Women's mean self-rating met or exceeded all employers' mean selection ratings.

Table 3: Transferability Analysis - Employment Component (continued)

Ability to:	Women's mean self-rating	Employers' Mean Selection Ratings: Airline Reservations	Bank Clerk/Teller	Claims Adjuster	Credit/Collections	Electronics Assembler	Floral Designer	Home Health Aide	Insurance Sales	Photo Lab Technician
12. Work under stress	2.2	-	1.6	2.5	1.5	-	3.0	2.0	2.0	-
13. Do a repetitive task following set procedures	2.2	1.2	1.6	2.5	-	3.0	2.5	-	-	1.8
14. Evaluate a product using someone else's guidelines	2.2	-	-	-	-	-	1.0	-	-	2.4
15. Direct, control, and plan activities	*2.1	2.0	-	-	-	-	-	1.6	-	-
16. Negotiate between two or more people/groups	2.1	-	-	3.0	1.6	-	-	1.8	1.8	-
17. Supervise others	*2.1	-	-	-	0.8	0.0	1.5	1.8	1.5	1.6
18. Persuade others	2.1	2.3	-	-	1.0	-	1.5	-	2.3	-
19. Influence others	1.9	-	-	1.5	1.5	-	-	1.4	2.6	-
20. Sell a product or service	*1.7	1.6	-	-	-	-	1.0	-	0.8	-
21. Do computations and arithmetic	1.7	1.8	1.8	2.0	-	1.5	-	-	1.8	1.7
22. Do fund raising	*1.3	-	-	-	0.4	-	-	-	0.4	-

*Women's mean self-rating met or exceeded all employers' mean selection ratings.

Table 4: Transferability Analysis - Vocational Education Component

Ability to:	Women's mean self-rating	Vocational Educators' Mean Placement Ratings: Cook/Chef	Drafting	Library Technology	Medical Records Technology	Occupational Therapy	Respiratory Therapy
1. Show compassion	*2.8	-	-	-	0.8	2.5	2.7
2. Take responsibility	*2.6	-	-	-	2.5	-	-
3. Deal with people	2.6	1.5	-	3.0	-	-	2.7
4. Follow orders and accept supervision	2.6	-	2.8	2.3	2.5	2.5	2.7
5. Carry out written and written directions	2.6	-	-	2.7	2.8	3.0	3.0
6. Evaluate a product/information	2.5	2.8	-	1.7	-	-	-
7. Adjust schedule to a variety of unexpected changes	2.5	3.0	-	-	-	-	-
8. Analyze a problem	2.5	-	2.8	-	-	-	-
9. Use oral communication skills	2.4	-	-	-	1.7	3.0	2.7
10. Do precise and accurate detailed work	2.3	-	2.8	2.7	2.8	-	2.3
11. Compile information	2.3	-	-	3.0	2.2	-	-
12. Do problem solving	2.3	-	-	-	2.2	3.0	2.0

*Women's mean self rating met or exceeded all vocational educators' mean program ratings.

Table 4: Transferability Analysis - Vocational Education Component (continued)

Ability to:	Women's mean self-rating	Vocational Educators' Mean Placement Ratings: Cook/Chef	Drafting	Library Technology	Medical Records Technology	Occupational Therapy	Respiratory Therapy
13. Instruct others	2.3	-	-	2.7	1.5	3.0	-
14. Coordinate an activity	2.3	2.5	-	-	-	-	-
15. Work under stress	2.2	3.0	-	-	-	-	2.3
16. Do a repetitive task following set procedures	2.2	-	2.0	2.3	1.8	-	-
17. Establish rapport	2.2	-	-	-	1.5	2.5	1.8
18. Obtain and verify information	2.2	-	-	2.7	2.2	3.0	-
19. Direct, control, and plan activities	*2.1	2.0	-	-	-	-	-
20. Negotiate between two or more people/groups	*2.1	-	-	-	1.2	-	-
21. Supervise others	2.1	2.2	-	-	1.5	-	-
22. Use writing skills	2.1	-	-	-	1.7	3.0	-
23. Manage others	1.9	-	-	1.5	2.5	-	-
24. Do computations and arithmetic	1.7	2.5	-	-	-	-	-

*Women's mean self-rating met or exceeded all vocational educators' mean program ratings.

Table 5

Background and Experience Information for Women
Who Completed Counseling, by Center

(n=155)

	Chicago	Dallas	Hackensack	Oakland	Total	%*
I. Qualification Criteria						
A. Secondary Education						
H.S. Diploma	38	35	46	25	144	93%
GED	8	0	2	1	11	7%
B. Years as Homemaker						
5 - 9	11	5	2	3	21	14%
10 - 14	8	2	2	1	13	8%
15 - 19	3	7	16	3	29	19%
20 - 24	7	13	16	7	43	28%
25 - 29	9	5	4	6	24	15%
30 - 34	7	3	7	4	21	14%
35+	1	0	1	2	4	3%
II. Background						
A. Age						
25 - 29	5	1	0	1	7	5%
30 - 34	2	4	1	0	7	5%
35 - 39	3	5	5	3	16	10%
40 - 44	10	9	16	6	41	26%
45 - 49	7	5	12	3	27	17%
50 - 54	14	6	9	6	35	23%
55 - 59	4	5	4	4	17	11%
60+	1	0	1	3	5	3%
B. Race						
White	29	28	46	17	120	77%
Black	14	3	2	2	21	14%
Other Minorities (Asian, Hispanic, etc.)	3	4	0	7	14	9%

*Percentages may not total 100 due to rounding.

Table 5 (continued)

	Chicago	Dallas	Hackensack	Oakland	Total	%*
C. Current Status						
Displaced Homemaker	7	1	7	8	23	15%
Head of Household/ Sole Support	8	6	3	7	24	16%
Married	31	28	38	11	108	69%
D. Reason(s) for Return to Paid Work						
Get off welfare	5	0	0	2	7	5%
Increase income	19	10	16	8	53	34%
Better job	2	1	3	1	7	5%
Job training	10	7	9	6	32	21%
Do something new	7	2	9	1	19	12%
Self fulfillment	18	18	22	9	67	43%
Get out of house	2	6	8	0	16	10%
Other	3	6	19	7	35	23%
E. Areas of Job Interest						
Bank Clerk/Teller	23	23	12	13	71	46%
Claims Adjuster	26	13	16	10	65	42%
Credit/Collection Worker	6	3	12	5	26	17%
Electronics Assembler	5	2	3	7	17	11%
Floral Designer	14	13	11	6	44	28%
Home Health Aide	13	8	5	3	29	19%
Insurance Sales Agent	1	4	9	2	16	10%
Personnel Worker	5	13	43	22	83	54%
Photo Lab Technician	14	7	11	11	43	28%
Reservations Agent	36	27	38	19	120	77%
Social Service Aide	28	24	32	13	97	63%
Other	6	10	5	0	21	14%

Table 5 (continued)

	Chicago	Dallas	Hackensack	Oakland	Total	%*
F. Factors Affecting Job Availability						
1. Prefer to work:						
Part time	10	4	1	6	21	14%
Full time	35	31	45	20	131	85%
Omits					3	
2. Can do shift work						
Yes	20	21	29	12	82	53%
No	26	14	15	13	68	44%
Omits					5	
3. Can do overtime						
Yes	38	30	45	23	136	88%
No	8	4	1	2	15	10%
Omits					4	
4. Health problems						
Yes	2	5	6	1	14	9%
No	44	30	41	24	139	90%
Omits					2	
5. Personal problems						
Yes	7	1	1	1	10	6%
No	39	34	45	24	142	92%
Omits					3	
6. Need to locate child care assistance						
Yes	4	3	0	1	8	5%
No	42	31	46	24	143	92%
Omits					4	
7. Need public transportation to reach job						
Yes	19	2	2	10	33	21%
No	27	30	44	15	116	75%
Omits					6	

Table 5 (continued)

	Chicago	Dallas	Hackensack	Oakland	Total	%*
III. Experience						
A. Homemaking - Do/Have Done						
Money management	40	24	43	25	132	85%
Parenting	41	29	46	21	137	88%
Nursing	35	28	41	19	123	79%
Cooking	43	32	45	26	146	94%
Cleaning	43	32	44	26	145	93%
Shopping	43	31	46	26	146	94%
Home maintenance	37	31	41	20	129	83%
Repair appliances	22	8	20	8	58	37%
Horticulture	37	26	39	20	122	79%
B. Homemaking - Do Best						
Money management	12	7	11	7	37	24%
Parenting	14	11	17	7	49	32%
Nursing	0	1	4	0	5	3%
Cooking	5	4	7	3	19	12%
Cleaning	0	2	0	1	3	2%
Shopping	6	1	1	2	10	6%
Home maintenance	5	2	2	0	9	6%
Repair appliances	0	0	0	0	0	0%
Horticulture	1	0	1	2	4	3%
Other	1	3	4	4	12	8%
C. Homemaking - Enjoy Most						
Money management	10	3	4	5	22	14%
Parenting	10	9	15	5	39	25%
Nursing	1	0	1	1	3	2%
Cooking	6	6	8	4	24	16%
Cleaning	0	0	0	1	1	1%
Shopping	3	3	2	0	8	5%
Home maintenance	5	5	4	3	17	11%
Repair appliances	0	0	0	0	0	0%
Horticulture	3	4	6	2	15	12%
Other	5	3	7	4	19	5%

Table 5 (continued)

	Chicago	Dallas	Hackensack	Oakland	Total	%*
D. Volunteer Work Experience (1st activity mentioned)						
None	19 43%	4 11%	0	5 19%	28	18%
Health:						
Administration	1	1	2	0	4	
Indirect/Socialization	0	3	2	3	8	
Direct Service	0	5	0	1	6	
Member Only	1	0	1	0	2	
Education:						
Administration	2	2	5	1	10	
Indirect/Socialization	1	4	6	1	12	
Direct Service	4	1	4	5	14	
Member Only	2	1	0	1	4	
Citizenship:						
Administration	1	0	0	2	3	
Indirect/Socialization	0	0	0	1	1	
Direct Service	1	4	5	0	10	
Member Only	0	0	1	0	1	
Recreation:						
Administration	0	0	1	0	1	
Direct Service	1	0	0	0	1	
Social Welfare:						
Direct Service	0	1	1	1	3	
Civic Action:						
Administration	1	3	2	1	7	
Indirect/Socialization	2	5	1	0	8	
Direct Service	3	0	3	0	6	
Member Only	0	0	1	0	1	
Religious:						
Administration	1	0	4	0	5	
Indirect/Socialization	4	0	4	1	9	
Direct Service	2	0	4	0	6	
Member Only	0	0	0	1	1	
Political:						
Administration	0	0	1	0	1	
Direct Service	0	0	0	1	1	
Other	0	1	0	1	2	

Table 5 (continued)

	Chicago	Dallas	Hackensack	Oakland	Total	%*
E. Volunteer Work Training						
Yes	5	12	11	5	33	21%
No	15	10	20	10	55	35%
Omits	26	13	17	11	67	43%
F. Previous Paid Work Experience (most recent job):						
None	3	2	4	3	12	7%
01 Artistic	0	1	2	1	4	3%
02 Scientific	1	0	1	0	2	1%
03 Plants & Animals	0	0	0	0	0	0%
04 Protective	1	1	0	0	2	1%
05 Mechanical	2	2	0	2	6	4%
06 Industrial	1	0	0	1	2	1%
07 Business Detail	21	16	18	11	66	47%
a) Administrative Detail	6	7	7	1	21	15%
b) Math/Finance Detail	4	3	3	4	14	10%
c) Oral Communications	3	3	2	1	9	6%
d) Records Processing	2	0	3	2	7	5%
e) Clerical Machine Opr.	2	2	3	1	8	6%
f) Clerical Handling	4	1	0	2	7	5%
08 Selling	8	4	2	1	15	11%
09 Service (waitress, beautician, etc.)	1	4	2	5	12	8%
10 Social Service (nursing, etc.)	3	2	9	1	15	10%
11 Education/Library	4	2	10	1	17	12%
Other	1	1	0	0	2	1%

Table 5 (continued)

	Chicago	Dallas	Hackensack	Oakland	Total	%*
G. On-the-Job Training						
Yes	11	8	10	4	33	21%
No	23	18	25	14	80	52%
Omits	12	9	13	8	42	27%
H. Post-Secondary Education						
None	13 28%	4 11%	4 8%	3 12%	24	15%
1. Voc-Tech (1st school only)	17 37%	12 34%	13 27%	14 54%	56	36%
Business	11	2	8	9	30	53%
Communications	0	1	1	0	2	3%
Arts/Humanities	1	2	2	0	5	9%
Home Economics	1	1	0	1	3	5%
Health	1	2	1	2	6	11%
Marketing	0	1	0	0	1	2%
Personal Services	2	3	1	1	7	12%
Other	1	0	0	1	2	3%
2. College (1st college only)	24 52%	25 71%	39 81%	15 58%	103	66%
English, Journalism	0	4	3	0	7	7%
Fine Arts, Music	1	3	0	0	4	4%
Home Economics	0	2	0	2	4	4%
Science & Math	2	0	4	2	8	8%
Nursing	1	0	0	1	2	2%
Humanities	6	2	5	4	17	17%
Social/Poli. Science	1	0	1	0	2	2%
Anthropology	0	1	1	0	2	2%
Psychology	2	2	8	0	12	12%
Sociology	0	3	2	0	5	5%
Education	2	2	11	1	16	16%
Social Work	0	0	0	1	1	1%
Business	4	5	3	1	13	13%
Other/not specified	5	1	1	3	10	10%
3. College Degree						
Yes	7 29%	10 40%	24 62%	5 33%	46	44%

Table 6

Mean EDS Scale Scores, Percentage of Items Rated 2.0 or Higher, and Percentage of Women Interested in the Occupation (n = 155 women)

Scale	Mean	% of Items Rated 2.0 or Higher	% of Women Interested in Occupation
Airline Reservation Agent	2.37	94	77
Bank Clerk/Teller	2.43	100	46
Claims Adjuster	2.28	88	42
Credit/Collection Worker	2.30	100	17
Electronics Assembler	2.02	60	11
Floral Designer	2.21	92	28
Home Health Aide	2.39	100	19
Insurance Sales Agent	2.20	85	10
Personnel Worker	2.21	87	54
Photo Lab Technician	2.40	91	28
Social Service Aide	2.41	97	63

Correlation between EDS mean and percentage of women interested in the occupation = .48

Table 7

Mean Employer Ratings Compared with
Mean EDS Self-Ratings of Employed Women

Ability to:	Employer	Women	Difference
1. Take responsibility	2.8	2.4	- .4
2. Compile information	2.8	2.2	- .6
3. Be self-directed and work independently	2.7	2.2	- .5
4. Follow orders and accept supervision	2.7	2.6	- .1
5. Cooperate with other workers	2.7	1.8	-1.1
6. Be reliable, punctual, and conscientious	2.7	2.7	0
7. Do precise and accurate detailed work	2.7	2.0	- .7
8. Do a repetitive task following set procedures	2.7	1.7	-1.0
9. Deal effectively with people/customers	2.6	2.4	- .2
10. Show compassion for those with problems	2.6	2.7	+ .1
11. Establish rapport with people of various backgrounds	2.6	2.3	- .3
12. Do simple arithmetic computations	2.6	1.8	- .8
13. Keep neat and accurate records	2.6	2.2	- .4
14. Negotiate between two or more people/groups	2.5	2.3	- .2
15. Solicit and make use of negative and positive feedback	2.5	1.8	- .7
16. Respect confidential records and information	2.5	2.8	+ .3
17. Think and behave rationally in an emergency or confrontation	2.5	2.1	- .4
18. Sell a product/service	2.5	1.8	- .7

Table 7 (continued)

Ability to:	Employer	Women	Difference
19. Carry out oral/written directions of some complexity	2.5	2.5	0
20. Refer others to sources of information and assistance	2.5	2.6	+ .1
21. Adjust schedule to unexpected changes; be flexible	2.4	2.6	+ .2
22. Interpret the feelings, ideas, and opinions of others	2.4	2.8	+ .4
23. Instruct others	2.4	2.1	- .3
24. Set priorities	2.4	2.0	- .4
25. Be competitive; strive to better performance	2.4	2.0	- .4
26. Analyze a problem; do problem-solving	2.4	1.9	- .5
27. Evaluate a product using stated guidelines	2.4	2.1	- .3
28. Supervise or manage others	2.4	2.2	- .2
29. Learn new information, rules, or procedures	2.4	2.1	- .3
30. Use writing skills	2.4	1.7	- .7
31. Manage time and schedule activities	2.3	2.0	- .3
32. Use oral communication effectively	2.3	2.1	- .2
33. Meet accountability demands of others	2.3	2.1	- .2
34. Observe safety precautions on the job	2.3	2.4	+ .1
35. Perform work under stress	2.2	2.1	- .1
36. Persuade or influence others	2.2	1.9	- .3

Table 8

Correlation Between Women's Mean EDS Scale Self-Rating and Employers' Global Ratings of Their Job Performance

(71 ratings)

Airline Reservation Agent	-.26
Bank Clerk/Teller	.21
Claims Adjuster	-.02
Credit/Collection Worker	.61
Electronics Assembler	.32
Floral Designer	.46
Home Health Aide	.54
Insurance Sales Agent	.65
Photo Lab Technician	.41

Table 9

Airline Reservation Agent Skills
(Employed Women)

Ability to:	Mean Self-Rating
Manage time and schedule activities	2.4
Advise people by telephone	2.6
Refer people to sources of information and assistance	2.7
Direct, control, and plan the activities of others	2.0
Do arithmetic computations	1.9
Learn new information quickly	2.0
Use a typewriter	1.4
Follow orders and accept supervision	2.6
Persuade others	2.2
Plan travel	2.4
Sell a product or service	1.8
Arrange group trips	1.7
Convey information by telephone	2.5
Obtain and verify information by telephone	2.6
Demonstrate knowledge of the United States and/or other countries	2.1
Use questioning skills	2.2
Use listening skills	2.4

Table 10

Bank Clerk/Teller Skills
(Employed Women)

Ability to:	Mean Self-Rating
Make change quickly and accurately	2.2
Greet and serve large numbers of people while maintaining a pleasant, alert manner	2.4
Understand simple checking and saving accounts	2.6
Respect and safeguard the privacy and confidentiality of financial records and transactions	3.0
Learn details of new procedures quickly	2.0
Interpret an organization and its system for the delivery of services to the public	2.0
Demonstrate sensitivity to and awareness of community attitudes and concerns	2.3
Establish rapport with individuals of diverse backgrounds	2.4
Establish and maintain financial records	2.2
Use business forms	2.0
Deal effectively with customers	2.3
Work as a cashier	1.6
Use an adding machine	1.8
Be punctual and careful	2.8
Follow orders and accept supervision	2.8
Handle unpleasant confrontations cheerfully	2.2
Inspire trust	2.8
Think and behave rationally when dealing with an emergency	2.6

Table 11

Claims Adjuster Skills
(Employed Women)

Ability to:	Mean Self-Rating
Develop and maintain current files	2.3
Keep records and prepare reports	2.2
Obtain and verify routine factual information	2.6
Present arguments and evidence to support a position	2.3
Establish rapport with individuals of diverse backgrounds	2.4
Determine the urgency of a problem and handle it appropriately	2.5
Respect the confidentiality of records and personal information	2.9
Deal with interpersonal problems	2.5
Identify the needs of a person in a crisis situation	2.4
Conduct negotiations with an awareness that compromise may be necessary	2.4
Establish priorities	2.6
Read insurance policies, contracts, legal agreements, etc. with understanding	1.6
Conduct a search of legal documents to obtain information	1.8
Select data to document a statement	2.0
Develop a plan to investigate a problem	2.0
Define and delimit the basic issues of a problem	2.2
Use contacts constructively when dealing with a problem	2.2
Gather information by interviews, confirming facts, and locating data	2.2
Prepare reports containing factual evidence	2.0
Do accurate detailed work	2.0
Perform work under stressful conditions	2.2
Do computations/arithmetic	2.0
Learn complex information	2.0
Elicit and convey information over the phone	2.3
Do fund raising by telephone	1.5
Demonstrate good oral communications skills	2.4

Table 12

Credit/Collection Worker Skills

Ability to:	Mean Self-Rating
Read, write, and speak English fluently	2.8
Understand legal and financial terms	1.8
Judge the value of cars, furnishings, and other objects	2.2
Establish and maintain detailed records	2.1
Encourage the development of "common sense"	2.6
Demonstrate knowledge of laws that can affect finances	1.8
Use techniques of conflict resolution	1.8
Be self-motivated, self-starting	2.4
Be competitive, strive to better performance	2.4
Work under close supervision	2.0
Remain calm, firm, and business-like during confrontations with people	2.9
Negotiate between people	2.5

Table 13

Electronics Assembler Skills
(Employed Women)

Ability to:	Mean Self-Rating
Work steadily at repetitive manual tasks	1.7
Use a soldering iron	.6
Read a blueprint or diagram	1.1
Explain how things work	1.6
Do arithmetic computations	2.0
Attend to detail	2.2
Do electrical and/or small appliance repairs	.7
Assemble children's toys and/or play equipment	1.4
Do precise and accurate detailed work	1.8
Organize a project into its component parts and determine the sequence in which these activities need to be performed	1.7
Establish and maintain procedures to monitor work quality and quantity	1.6
Meet accountability demands of others	1.9
Observe safety precautions when using tools, equipment, and machines	2.3
Make mechanical repairs on household items	1.0
Do work utilizing hand tools	1.5
Do crafts, such as weaving, stained glass, macrame, jewelry making, etc.	1.9
Do knitting and crocheting and/or needlework	2.0
Be reliable and punctual	2.8
Be willing to continue learning new information	2.8
Work with hands quickly and with dexterity	2.2

Table 14

Floral Designer Skills
(Employed Women)

Ability to:	Mean Self-Rating
Apply principles of color, texture, and design	2.2
Use aesthetic guidelines (balance, proportion, etc.) in planning floral arrangements	1.6
Use scissors, knives, and wire cutters	2.0
Maintain cut flowers in proper condition	1.8
Visualize how a completed floral arrangement should look	1.8
Identify flowers and plants by name	1.6
Interact pleasantly with customers	2.4
Do simple arithmetic computations	2.0
Establish and maintain financial or sales records	2.1
Follow directions and accept supervision	2.4
Sell a product or service	1.8
Use artistic sense	2.0
Be creative	2.0

Table 15

Home Health Aide Skills
(Employed Women)

Ability to:	Mean Self-Rating
Work with the elderly	0.2
Work with young children	2.1
Supervise children	2.1
Show compassion for those with problems	2.7
Recognize and deal with medical emergencies	2.0
Think and behave rationally when dealing with an emergency	2.6
Provide standard first aid	1.9
Assure that a patient gets proper rest	2.2
Assure that a patient takes medication as ordered	2.3
Feed a patient	1.8
Maintain clean and hazard-free living quarters for a patient and/or family	2.2
Respect a patient's/family's need for privacy and confidentiality	2.5
Evaluate and adapt a home in terms of a patient's disability	1.6
Help a patient develop ways of coping with the demands of daily life	1.6
Assist a patient in the use of special equipment (wheel chair, crutches, etc.)	1.2
Encourage a patient to develop social skills	1.8
Care for the physical and emotional needs of a patient, family, and/or children	1.9
Maintain hygienic conditions for a patient	1.5
Provide for the physical and emotional comfort of a patient	1.6
Encourage and aid in the development of self-sufficiency for a patient within the limits of his/her illness	1.7
Document patient progress	1.4
Make oral reports about a patient	1.8
Recognize the side effects of common medication	1.6
Establish rapport with individuals of diverse backgrounds	2.4
Be tolerant of the varied life styles of people	2.6
Encourage the development of "common sense"	2.6
Perform work under stressful conditions	2.2

Table 15 (continued)

Ability to:	Mean Self-Rating
Follow orders and accept supervision	2.7
Direct, control, and plan the activities of others	2.2
Be self-directed	2.4
Be flexible	2.6
Plan menus and prepare meals	2.4
Demonstrate a knowledge of the basic rules of nutrition	2.6
Evaluate the freshness and quality of meat, fish, poultry, fruit, vegetables, and dairy products	2.7
Evaluate the quality of purchases made	2.7
Observe special diet rules	2.2
Prepare and store food so as to conserve nutrients	2.5

Table 16

Insurance Sales Agent Skills
(Employed Women)

Ability to:	Mean Self-Rating
Influence other people	2.2
Interpret the feelings, ideas, and opinions of others	2.4
Work under stressful conditions	2.2
Do arithmetic computations	1.8
Analyze a problem and act on that analysis	2.2
Obtain and verify information	2.6
Present arguments and evidence to support a position	2.2
Make an effective oral presentation	2.0
Select insurance policies and plans that best meet a family's needs and circumstances	1.4
Establish rapport with individuals of diverse backgrounds	2.4
Assess potential markets	1.8
Develop goals and plans for an activity within the constraints of time, money, and personnel	2.2
Evaluate effectiveness in meeting goals and timetables	1.9
Identify the resources (people, time, money, authority) needed to accomplish an objective	2.4
Establish and maintain procedures to monitor work quality and quantity	1.8
Solicit and make constructive use of positive and negative feedback	1.8
Keep records of individual or group progress	2.2
Use contacts constructively	2.0
Deal with rejection	2.0
Deal with adversity	2.3
Motivate people	2.2
Work independently	2.6
Do fund raising	2.0
Direct the sale of a product or service	1.2
Organize a sales program	1.0
Compete with others	1.7
Be self-directed	2.2

Table 17

Personnel Worker Skills
(Employed Women)

Ability to:	Mean Self-Rating
Establish and maintain detailed records or files	2.4
Write accurate, complete reports	2.3
Respect and observe precautions concerning confidentiality of information	2.9
Follow complex procedures precisely	2.1
Follow orders and accept supervision	2.6
Learn details of new procedures quickly	2.2
Meet accountability demands of others	1.9
Use a typewriter	1.3
Establish and maintain fiscal records and procedures	1.8
Explain the rationale for various kinds and amounts of insurance (health, life, etc.)	1.4
Develop specific goals and plans for a specific activity, operating within constraints of available time, space, and personnel	2.0
Identify methods of evaluating effectiveness in meeting goals and objectives	2.0
Establish priorities based on the importance of each objective to goal attainment and on the resources available	2.1
Work creatively within the structure of relationships and the setting of an organization	2.4
Delegate responsibility and establish accountability methods to determine if these responsibilities have been met	2.1
Help people see the relevance of their organizational experience to their long-range career goals and/or personal development	1.8
Develop and maintain a system of evaluating job performance	2.0
Conduct salary administration and/or performance reviews	1.6
Handle out-placements and/or job terminations	1.0
Plan and implement programs for staff development	1.6
Deal with employee relations problems	1.9
Plan and monitor a retirement program	1.2
Plan and implement personnel policies	1.6
Prepare job descriptions	1.7

Table 17 (continued)

Ability to:	Mean Self-Rating
Select and/or recruit individuals for a variety of jobs	1.8
Provide orientation to personnel new to an organization	2.0
Arrange for and monitor the job training of personnel	1.5
Abide by an organization's standards	2.3
Obtain and verify routine factual information from individuals	2.4
Identify training needs	2.1
Develop training manuals	1.2
Determine the suitability of various training approaches for individuals with different backgrounds and experiences	1.4
Establish rapport with individuals of diverse backgrounds	2.4
Use questioning skills	2.2
Use listening skills	2.6
Negotiate with others	2.3
Deal with unpleasant confrontations	2.0
Be outgoing and gregarious	2.2

Table 18

Photo Laboratory Technician Skills
(Employed Women)

Ability to:	Mean Self-Rating
Make fine color discriminations	2.2
Work steadily at simple repetitive tasks, following a set procedure	1.9
Follow directions	2.6
Train others	2.5
Supervise others	2.6
Sit still for long periods of time	2.2
Evaluate a product using stated guidelines	2.4
Do precise and accurate detailed work	2.4
Take responsibility	2.7
Follow orders and accept supervision	2.6
Learn and apply rules	2.4

Table 19

Social Service Aide Skills
(Employed Women)

Ability to:	Mean Self-Rating
Carry out oral or written instructions	2.6
Accept supervision	2.8
Learn and apply the rules of an organization or agency	2.7
Develop or maintain current files	2.3
Keep records and prepare reports	2.2
Understand and fill out forms	2.3
Articulate the philosophy of an organization or agency	2.4
Interpret an organization and its system for the delivery of services to the public and to people in need	2.0
Identify groups to whom social services should be directed	2.2
Identify representatives of other organizations or of the government who should receive information about organizational or agency activities	2.0
Keep others informed about progress in written or in oral form	2.1
Establish rapport with individuals of diverse backgrounds	2.4
Establish rapport with a person seeking advice	2.4
Serve as a "sounding board" for those with problems	2.5
Use questioning skills	2.3
Use listening skills	2.4
Respect and observe precautions concerning the confidentiality of information	2.8
Provide advice and informal counseling	2.6
Gather information by conducting interviews, confirming facts, and locating background information	2.4
Prepare reports containing factual data and documentary or other evidence	2.0
Motivate and persuade people	2.0
Do typing	1.4
Do clerical work (filing, etc.)	2.0
Make written or oral reports	2.0
Refer others to sources of information and assistance	2.6

Table 19 (continued)

Ability to:	Mean Self-Rating
Interpret for non-English speakers	0.8
Show compassion	2.9
Show empathy	2.6
Write clearly	2.6
Take constructive criticism	2.4

Table 20

Job-Specific Skill Self-Ratings for
Nine Adult Women Enrolled in Data Processing

(Scale: 3 = do well; 2 = do moderately well;
1 = cannot do easily; 0 = cannot do)

Ability to:	Mean
Use step-by-step logical reasoning	2.7
Carry out oral and written instructions of some complexity	2.1
Learn and apply rules	2.8
Use problem-solving and decision-making skills	2.6
Analyze and summarize data	2.4
Make inferences from data	2.5
Develop and use charts to describe a program's or project's work flow	2.2
Perform arithmetic operations with signed numbers	2.8
Do simple algebra	2.3
Use a pocket calculator	2.9
Use a typewriter/computer terminal	2.4
Think logically	2.4
Do mechanical or home repairs	1.2
Organize a project into its component parts and determine the order in which these must be performed	2.6

Table 21

Job-Specific Skill Self-Ratings for
Nine Adult Women Enrolled in Electronics Technology

(Scale: 3 = do well; 2 = do moderately well;
1 = cannot do easily; 0 = cannot do)

Ability to:	Mean
Make electrical wiring and small appliance repairs	1.2
Identify an electrical circuit and its components	1.1
Make mechanical repairs on household items	1.9
Care for the equipment used in a home	2.7
Care for and make minor repairs on an automobile	0.8
Use common hand tools correctly and safely	2.1
Use common measuring instruments	2.6
Observe safe work habits in a workshop	2.2
Use safety precautions when working with tools and machinery	2.2
Identify common mechanical drawing instruments	1.3
Make pictorial drawings	1.6
Convert a pictorial drawing to a schematic drawing	1.4
Prepare scale drawings	1.1
Identify commonly used house wiring symbols	1.2
Detect potential safety hazards in items	1.7
Identify and correct safety problems such as worn wiring	1.4
Carry out oral and written directions of some complexity	1.8
Learn and apply rules	2.6
Organize a project into its component parts and determine the order in which these must be performed	2.2

Table 21 (continued)

Ability to:	Mean
Develop and use flow charts	2.0
Establish and maintain procedures to monitor work quality and quantity	1.7
Analyze a problem	2.7
Solve a problem	2.6
Do precise and accurate detailed work	2.3
Do a repetitive task following a set procedure	2.2
Do arithmetic computations	2.7
Do stained glass work, jewelry making, or other crafts that involve soldering	0.9
Do arts and crafts that involve etching	1.0
Build a radio, hi-fi, or other electronic items from a kit	0.9

Table 22

Job-Specific Skill Self-Ratings for
Four Adult Women Enrolled in Medical Record Technology

(Scale: 3 = do well; 2 = do moderately well;
1 = cannot do easily; 0 = cannot do)

Ability to:	Mean
Abstract information with accuracy	2.5
Code and catalogue or index information	2.0
Recognize and summarize patient information	2.5
Demonstrate familiarity with medical terminology	1.5
Demonstrate a basic knowledge of human anatomy terms	1.8
Spell correctly	2.8
Use correct medical terminology for common diseases and injuries	1.8
Define common medical terms	1.8
Use medical dictionaries and other medical terminology references	1.5
Treat medical information as confidential	2.2
Do alphabetical and numerical filing accurately	2.8
Do precise and accurate detailed work	2.5
Carry out oral and written instructions of some complexity	2.5
Learn and apply rules	2.8
Respect and observe precautions concerning confidentiality of information	3.0
Read, understand, and explain medical consent forms	2.2
Use a medical library	2.5
Work in a hospital, nuring home, or other medical setting	2.2
Keep accurate records of health care	1.5

Table 22 (continued)

Ability to:	Mean
Gather information by locating background data	2.2
Assist with the maintenance of medical records	1.5
Use a typewriter	2.2
Develop and maintain current files	2.2
Keep records and prepare reports from them	2.0
Obtain and verify routine information	2.0
Prepare reports containing factual data	2.0

Table 23

Transferable Skills Comparison - Employed Women and Women in Vocational Education

	Employed Women	Data Proc.	Diff.	Elec. Techs	Diff.	Med Rec Techs	Diff.
1. Take responsibility	2.4	2.6	+0.2	2.7	+0.3	2.8	+0.4
2. Deal effectively with people/customers	2.4	2.4	0	2.4	0	2.8	+0.4
3. Adjust schedule to unexpected changes; be flexible	2.6	2.3	-0.3	2.4	-0.2	2.2	-0.4
4. Be self-directed and work independently	2.2	2.8	+0.6*	2.3	+0.1	3.0	+0.8*
5. Interpret the feelings, ideas, and opinions of others	2.8	2.1	-0.7*	2.6	-0.2	2.8	0
6. Instruct others	2.1	1.8	-0.3	2.0	-0.1	2.0	-0.1
7. Perform work under stress	2.1	1.9	-0.2	2.0	-0.1	1.8	-0.3
8. Negotiate between two or more people/ groups	2.3	1.4	-0.9*	1.4	-0.9*	1.8	-0.5*
9. Persuade and/or influence others	1.9	1.6	-0.3	1.8	-0.1	2.2	+0.3
10. Follow orders and accept supervision	2.6	2.3	-0.3	2.6	0	2.8	+0.2
11. Cooperate with others	1.8	2.4	+0.6*	2.9	+1.1**	3.0	+1.2**
12. Solicit and make use of negative and positive feedback	1.8	2.2	+0.4	1.6	-0.2	2.8	+1.0**
13. Manage time and schedule activities	2.0	2.4	+0.4	2.0	0	2.5	+0.5*
14. Set priorities	2.0	2.6	+0.6*	2.1	+0.1	2.2	+0.2
15. Respect confidential records and information	2.8	2.9	+0.1	2.8	0	3.0	+0.2
16. Be reliable, punctual, and conscientious	2.7	2.8	+0.1	2.8	+0.1	2.8	+0.1
17. Show compassion for those with problems	2.7	2.4	-0.3	2.6	-0.1	3.0	+0.3
18. Establish rapport with individuals of diverse backgrounds	2.3	2.3	0	2.4	+0.1	3.0	+0.7*
19. Think and behave calmly and rationally in an emergency	2.1	2.0	-0.1	1.7	-0.4	2.5	+0.4
20. Be competitive; strive to better performance	2.0	2.1	+0.1	2.0	0	2.5	+0.5*
21. Analyze a problem; do problem solving	1.9	2.4	+0.5*	2.7	+0.8*	2.2	+0.3
22. Use oral communication effectively	2.1	1.8	-0.3	2.4	+0.3	2.0	-0.1
23. Do precise and accurate detailed work	2.0	2.6	+0.6*	2.6	+0.6*	2.5	+0.5*
24. Compile information	2.2	2.4	+0.2	2.4	+0.2	2.2	0
25. Do a repetitive task following set procedures	1.7	2.4	+0.7*	2.3	+0.6*	2.3	+0.6*
26. Evaluate a product using stated guidelines	2.1	2.2	+0.1	2.6	+0.5*	2.2	+0.1
27. Supervise or manage others	2.2	1.9	-0.3	1.6	-0.6*	2.2	0
28. Sell a product/service	1.8	0.6	-1.2**	1.3	-0.5*	1.8	0
29. Do simple arithmetic computations	1.8	2.8	+1.0**	2.9	+1.1**	2.5	+0.7*
30. Learn and apply new information, rules, or procedures	2.1	2.3	+0.2	2.6	+0.5*	2.8	+0.7*
31. Meet accountability demands of others	2.1	2.1	0	2.4	+0.3	2.0	-0.1
32. Carry out oral/written directions of some complexity	2.3	2.1	-0.4	2.3	-0.2	2.5	0
33. Use writing skills	1.7	1.7	0	2.2	+0.5*	2.5	+0.8*
34. Keep cost and accurate records	2.2	2.3	+0.1	2.7	+0.5*	2.5	+0.3
35. Refer others to sources of information and assistance	2.6	2.3	-0.3	2.3	-0.3	2.2	-0.4
36. Observe safety precautions on the job	2.4	2.6	+0.2	2.7	+0.3	2.8	+0.4

* = Difference of ±0.5 to ±0.9
** = Difference of ±1.0 or greater

APPENDIX A

Experience Description Summary

Part I

Project ACCESS

Experience Description Summary

This summary is to help you think about the skills and competencies you have learned through homemaking, parenting, community service, volunteer work, and other life experiences.

The summary has two parts. In the first part you will list your experiences. In the second part you will identify the things that you can do and that you learned from these experiences.

The counselor will review this summary with you and will use it to match your skills with those important in a Project ACCESS job.

Name _____

Address _____

_____

Phone _____ Date _____

Center _____

Part I

Describing Your Experience

The first step is to make a list of the things that you have done in your life. Start by writing down the things that you do now. Then work backward and write down the things you did last year, then the year before that, and so on. Use extra sheets of paper if you need them.

NOW:

	At Home, Parenting		Community Service, Volunteer Work	
- - -	_____	_____	_____	- - -
- - -	_____	_____	_____	- - -
- - -	_____	_____	_____	- - -
- - -	_____	_____	_____	- - -
	Paid Work		**School, Noncredit Courses, Training**	
- - -	_____	_____	_____	- - -
- - -	_____	_____	_____	- - -
	Travel		**Hobbies, Recreation**	
- - -	_____	_____	_____	- - -
- - -	_____	_____	_____	- - -
		Anything Else		
- - -	_____	_____	_____	- - -
- - -	_____	_____	_____	- - -

LAST YEAR:

At Home, Parenting		Community Service, Volunteer Work	
- - -	_____	_____	- - -
- - -	_____	_____	- - -
- - -	_____	_____	- - -
- - -	_____	_____	- - -
Paid Work		**School, Noncredit Courses, Training**	
- - -	_____	_____	- - -
- - -	_____	_____	- - -
Travel		**Hobbies, Recreation**	
- - -	_____	_____	- - -
- - -	_____	_____	- - -
Anything Else			
- - -	_____	_____	- - -
- - -	_____	_____	- - -

YEAR BEFORE LAST:

At Home, Parenting		Community Service, Volunteer Work	
- - -	_____	_____	- - -
- - -	_____	_____	- - -
- - -	_____	_____	- - -
- - -	_____	_____	- - -
Paid Work		**School, Noncredit Courses, Training**	
- - -	_____	_____	- - -
- - -	_____	_____	- - -
Travel		**Hobbies, Recreation**	
- - -	_____	_____	- - -
- - -	_____	_____	- - -
Anything Else			
- - -	_____	_____	- - -
- - -	_____	_____	- - -

EARLIER YEARS:

At Home, Parenting

Community Service, Volunteer Work

Paid Work

School, Noncredit Courses, Training

Travel

Hobbies, Recreation

Anything Else

The next step is to cluster or group your experiences into related activities. For example, teaching children in a neighborhood club and training adult volunteers both involve instructing others. Speaking before your women's club and writing articles about your hobby for a newsletter or magazine both involve communicating with others. The next page gives a list of some of the clusters that other women have made; you will probably use some of these and also think of other groups that better match your own experience. The example below shows how you might make one experience cluster.

Cluster:	Experiences:
Financial Management	Managing family budget; selecting and evaluating items for cost effective buying; doing income tax; selecting and pricing items for a hospital aid sale; serving as PTA treasurer; part-time paid job as bookkeeper

Start your clusters by listing the groups of things that you can do best and enjoy most. Then go on to other things that you have done frequently.

List of Some Experience Clusters Used by Other Women:

Administration/Management

Advocate/Change Agent/Lobbyist

Animal Care

Arts and Crafts

Child Care/Parenting

Clothing/Textiles/Sewing

Communications/Public Relations

Consumers Rights/Civil Rights

Counseling/Interviewing

Decorating/Home Design

Financial Management

Fund Raising

Gardening/Floral Design

Health Care/Nursing

Home Repair/Remodeling

Marketing/Sales

Mechanical/Technical

Office and Clerical Work

Personnel Management

Problem Surveying/Researching

Recreation/Sports

Teaching/Training

Cluster	Experiences
_____	_____
_____	_____
_____	_____

APPENDIX B

Experience Description Summary

Part II

Employment

Part II

Identifying Your Skills and Competencies for Employment

In completing this section, think about the things that you have learned and are able to do as a result of the experiences you have had. Mark each item using the following scale:

3 = This is something I do well; other people have praised me for my ability to do this; I could teach others how to do it.

2 = This is something I do moderately well; I can usually do it without having any special problem or difficulty and I usually enjoy doing it.

1 = This is something that I can do but I do not do it with ease or with skill and I do not enjoy doing it.

0 = I cannot do this or I have never done this.

The skills and competencies have been grouped into several clusters. Some items are repeated in more than one cluster.

Read through and mark all items in each cluster. Most women are surprised to find that they have so many different kinds of skills.

There is a space at the end of this section for you to list other skills that you have that are not included in these clusters.

SELF RATING OF MY ABILITY TO:

____1. MAKE CHANGE QUICKLY AND ACCURATELY
____2. GREET AND SERVE LARGE NUMBERS OF PEOPLE WHILE MAINTAINING A PLEASANT, ALERT MANNER
____3. UNDERSTAND SIMPLE CHECKING AND SAVING ACCOUNTS
____4. RESPECT AND SAFEGUARD THE PRIVACY AND CONFIDENTIALITY OF FINANCIAL RECORDS AND TRANSACTIONS
____5. LEARN DETAILS OF NEW PROCEDURES QUICKLY
____6. INTERPRET AN ORGANIZATION AND ITS SYSTEM FOR THE DELIVERY OF SERVICES TO THE PUBLIC
____7. DEMONSTRATE SENSITIVITY TO AND AWARENESS OF COMMUNITY ATTITUDES AND CONCERNS
____8. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
____9. ESTABLISH AND MAINTAIN FINANCIAL RECORDS
___10. USE BUSINESS FORMS
___11. DEAL EFFECTIVELY WITH CUSTOMERS
___12. WORK AS A CASHIER
___13. USE AN ADDING MACHINE
___14. BE PUNCTUAL AND CAREFUL
___15. FOLLOW ORDERS AND ACCEPT SUPERVISION
___16. HANDLE UNPLEASANT CONFRONTATIONS CHEERFULLY
___17. INSPIRE TRUST
___18. THINK AND BEHAVE RATIONALLY WHEN DEALING WITH AN EMERGENCY

Do Not Write in This Box

Total: _____

Score: _____

CLUSTER N

SELF RATING OF MY ABILITY TO:

____1. INFLUENCE OTHER PEOPLE
____2. INTERPRET OTHER'S IDEAS, FEELINGS, AND OPINIONS
____3. WORK UNDER STRESSFUL CONDITIONS
____4. DO ARITHMETIC COMPUTATIONS
____5. ANALYZE A PROBLEM AND ACT ON THAT ANALYSIS
____6. OBTAIN AND VERIFY INFORMATION
____7. PRESENT ARGUMENTS AND EVIDENCE TO SUPPORT A POSITION
____8. MAKE AN EFFECTIVE ORAL PRESENTATION
____9. SELECT INSURANCE POLICIES AND PLANS THAT BEST MEET A FAMILY'S NEEDS AND CIRCUMSTANCES
___10. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
___11. ASSESS POTENTIAL MARKETS
___12. DEVELOP GOALS AND PLANS FOR AN ACTIVITY WITHIN THE CONSTRAINTS OF TIME, MONEY, AND PERSONNEL
___13. EVALUATE EFFECTIVENESS IN MEETING GOALS AND TIMETABLES
___14. IDENTIFY THE RESOURCES (PEOPLE, TIME, MONEY, AUTHORITY) NEEDED TO ACCOMPLISH AN OBJECTIVE
___15. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY
___16. SOLICIT AND MAKE CONSTRUCTIVE USE OF POSITIVE AND NEGATIVE FEEDBACK
___17. KEEP RECORDS OF INDIVIDUAL OR GROUP PROGRESS
___18. USE CONTACTS CONSTRUCTIVELY
___19. DEAL WITH REJECTION
___20. DEAL WITH ADVERSITY
___21. MOTIVATE PEOPLE
___22. WORK INDEPENDENTLY
___23. DO FUND RAISING
___24. DIRECT THE SALE OF A PRODUCT OR SERVICE
___25. ORGANIZE A SALES PROGRAM
___26. COMPETE WITH OTHERS
___27. BE SELF-DIRECTED

Do Not Write in This Box

Total: _____

Score: _____

SELF RATING OF MY ABILITY TO:

____1. WORK WITH THE ELDERLY
____2. WORK WITH YOUNG CHILDREN
____3. SUPERVISE CHILDREN
____4. SHOW COMPASSION FOR THOSE WITH PROBLEMS
____5. RECOGNIZE AND DEAL WITH MEDICAL EMERGENCIES
____6. THINK AND BEHAVE RATIONALLY WHEN DEALING WITH AN EMERGENCY
____7. PROVIDE STANDARD FIRST AID
____8. ASSURE THAT A PATIENT GETS PROPER REST
____9. ASSURE THAT A PATIENT TAKES MEDICATION AS ORDERED
___10. FEED A PATIENT
___11. MAINTAIN CLEAN AND HAZARD-FREE LIVING QUARTERS FOR A PATIENT AND OR FAMILY
___12. RESPECT A PATIENT/FAMILY'S NEED FOR PRIVACY AND CONFIDENTIALLY
___13. EVALUATE AND ADAPT A HOME IN TERMS OF A PATIENT'S DISABILITY
___14. HELP A PATIENT DEVELOP WAYS OF COPING WITH THE DEMANDS OF DAILY LIFE
___15. ASSIST A PATIENT IN THE USE OF SPECIAL EQUIPMENT (WHEEL CHAIR, CRUTCHES, ETC.)
___16. ENCOURAGE A PATIENT TO DEVELOP SOCIAL SKILLS
___17. CARE FOR THE PHYSICAL AND EMOTIONAL NEEDS OF A PATIENT, FAMILY, AND/OR CHILDREN
___18. MAINTAIN HYGIENIC CONDITIONS FOR A PATIENT
___19. PROVIDE FOR THE PHYSICAL AND EMOTIONAL COMFORT OF A PATIENT
___20. ENCOURAGE AND AID IN THE DEVELOPMENT OF SELF-SUFFICIENCY FOR A PATIENT WITHIN THE LIMITS OF HIS/HER ILLNESS
___21. DOCUMENT PATIENT PROGRESS
___22. MAKE ORAL REPORTS ABOUT A PATIENT
___23. RECOGNIZE THE SIDE EFFECTS OF COMMON MEDICATION
___24. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
___25. BE TOLERANT OF THE VARIED LIFE STYLES OF PEOPLE
___26. ENCOURAGE THE DEVELOPMENT OF "COMMON SENSE"
___27. PERFORM WORK UNDER STRESSFUL CONDITIONS
___28. FOLLOW ORDERS AND ACCEPT SUPERVISION
___29. DIRECT, CONTROL, AND PLAN THE ACTIVITIES OF OTHERS
___30. BE SELF-DIRECTED
___31. BE FLEXIBLE
___32. PLAN MENUS AND PREPARE MEALS
___33. DEMONSTRATE A KNOWLEDGE OF THE BASIC RULES OF NUTRITION
___34. EVALUATE THE FRESHNESS AND QUALITY OF MEAT, FISH, POULTRY, FRUIT, VEGETABLES, AND DAIRY PRODUCTS
___35. EVALUATE THE QUALITY OF PURCHASES MADE
___36. OBSERVE SPECIAL DIET RULES
___37. PREPARE AND STORE FOOD SO AS TO CONSERVE NUTRIENTS

Do Not Write in This Box

Total: _____

Score: _____

CLUSTER P

SELF RATING OF MY ABILITY TO:

____1. READ, WRITE AND SPEAK ENGLISH FLUENTLY
____2. UNDERSTAND LEGAL AND FINANCIAL TERMS
____3. JUDGE THE VALUE OF CARS, FURNISHINGS, AND OTHER OBJECTS
____4. ESTABLISH AND MAINTAIN DETAILED RECORDS
____5. ENCOURAGE THE DEVELOPMENT OF "COMMON SENSE"
____7. DEMONSTRATE KNOWLEDGE OF LAWS THAT CAN AFFECT FINANCES
____8. USE TECHNIQUES OF CONFLICT RESOLUTION
____9. BE SELF-MOTIVATED, SELF-STARTING
___10. BE COMPETITIVE, STRIVE TO BETTER PERFORMANCE
___11. WORK UNDER CLOSE SUPERVISION
___12. REMAIN CALM, FIRM AND BUSINESS-LIKE DURING CONFRONTATIONS WITH PEOPLE
___13. NEGOTIATE BETWEEN PEOPLE

Do Not Write in This Box

Total: _____

Score: _____

CLUSTER Q

SELF RATING OF MY ABILITY TO:

____1. MANAGE TIME AND SCHEDULE ACTIVITIES
____2. ADVISE PEOPLE BY TELEPHONE
____3. REFER PEOPLE TO SOURCES OF INFORMATON AND ASSISTANCE
____4. DIRECT, CONTROL, AND PLAN THE ACTIVITIES OF OTHERS
____5. DO ARITHMETIC COMPUTATIONS
____6. LEARN NEW INFORMATON QUICKLY
____7. USE A TYPEWRITER
____8. FOLLOW ORDERS AND ACCEPT SUPERVISION
____9. PERSUADE OTHERS
___10. PLAN TRAVEL
___11. SELL A PRODUCT OR SERVICE
___12. ARRANGE GROUP TRIPS
___13. CONVEY INFORMATION BY TELEPHONE
___14. OBTAIN AND VERIFY INFORMATION BY TELEPHONE
___15. DEMONSTRATE KNOWLEDGE OF THE UNITED STATES AND/OR OTHER COUNTRIES
___16. USE QUESTIONING SKILLS
___17. USE LISTENING SKILLS

Do Not Write in This Box

Total: _____

Score: _____

CLUSTER R

SELF RATING OF MY ABILITY TO:

____1. CARRY OUT ORAL OR WRITTEN INSTRUCTIONS
____2. ACCEPT SUPERVISION
____3. LEARN AND APPLY THE RULES OF AN ORGANIZATION OR AGENCY
____4. DEVELOP OR MAINTAIN CURRENT FILES
____5. KEEP RECORDS AND PREPARE REPORTS
____6. UNDERSTAND AND FILL OUT FORMS
____7. ARTICULATE THE PHILOSOPHY OF AN ORGANIZATION OR AGENCY
____8. INTERPRET AN ORGANIZATION AND ITS SYSTEM FOR THE DELIVERY OF SERVICES TO THE PUBLIC AND TO PEOPLE IN NEED
____9. IDENTIFY GROUPS TO WHOM SOCIAL SERVICES SHOULD BE DIRECTED
___10. IDENTIFY REPRESENTATIVES OF OTHER ORGANIZATIONS OR OF THE GOVERNMENT WHO SHOULD RECEIVE INFORMATION ABOUT ORGANIZATIONAL OR AGENCY ACTIVITIES
___11. KEEP OTHERS INFORMED ABOUT PROGRESS IN WRITTEN OR IN ORAL FORM
___12. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
___13. ESTABLISH RAPPORT WITH A PERSON SEEKING ADVICE
___14. SERVE AS A "SOUNDING BOARD" FOR THOSE WITH PROBLEMS
___15. USE QUESTIONING SKILLS
___16. USE LISTENING SKILLS
___17. RESPECT AND OBSERVE PRECAUTIONS CONCERNING THE CONFIDENTIALITY OF INFORMATION
___18. PROVIDE ADVICE AND INFORMAL COUNSELING
___19. GATHER INFORMATION BY CONDUCTING INTERVIEWS, CONFIRMING FACTS, AND LOCATING BACKGROUND INFORMATION
___20. PREPARE REPORTS CONTAINING FACTUAL DATA AND DOCUMENTARY OR OTHER EVIDENCE
___21. MOTIVATE AND PERSUADE PEOPLE
___22. DO TYPING
___23. DO CLERICAL WORK (FILING, ETC.)
___24. MAKE WRITTEN OR ORAL REPORTS
___25. REFER OTHERS TO SOURCES OF INFORMATION AND ASSISTANCE
___26. INTERPRET FOR NON-ENGLISH SPEAKERS
___27. SHOW COMPASSION
___28. SHOW EMPATHY
___29. WRITE CLEARLY
___30. TAKE CONSTRUCTIVE CRITICISM

Do Not Write in This Box

Total: _____

Score: _____

CLUSTER S

SELF RATING OF MY ABILITY TO:

____1. MAKE FINE COLOR DISCRIMINATIONS
____2. WORK STEADILY AT SIMPLE REPETITIVE TASKS, FOLLOWING A SET PROCEDURE
____3. FOLLOW DIRECTIONS
____4. TRAIN OTHERS
____5. SUPERVISE OTHERS
____6. SIT STILL FOR LONG PERIODS OF TIME
____7. EVALUATE A PRODUCT, USING STATED GUIDELINES
____8. DO PRECISE AND ACCURATE DETAILED WORK
____9. TAKE RESPONSIBILITY
___10. FOLLOW ORDERS AND ACCEPT SUPERVISION
___11. LEARN AND APPLY RULES

Do Not Write in This Box

Total: _____

Score: _____

CLUSTER T

SELF RATING OF MY ABILITY TO:

____1. DEVELOP AND MAINTAIN CURRENT FILES
____2. KEEP RECORDS AND PREPARE REPORTS
____3. OBTAIN AND VERIFY ROUTINE FACTUAL INFORMATION
____4. PRESENT ARGUMENTS AND EVIDENCE TO SUPPORT A POSTION
____5. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
____6. DETERMINE THE URGENCY OF A PROBLEM AND HANDLE IT APPROPRIATELY
____7. RESPECT THE CONFIDENTIALITY OF RECORDS AND PERSONAL INFORMATION
____8. DEAL WITH INTERPERSONAL PROBLEMS
____9. IDENTIFY THE NEEDS OF A PERSON IN A CRISIS SITUATION
___10. CONDUCT NEGOTIATIONS WITH AN AWARENESS THAT COMPROMISE MAY BE NECESSARY
___11. ESTABLISH PRIORITIES
___12. READ INSURANCE POLICIES, CONTRACTS, LEGAL AGREEMENTS, ETC., WITH UNDERSTANDING
___13. CONDUCT A SEARCH OF LEGAL DOCUMENTS TO OBTAIN INFORMATION
___14. SELECT DATA TO DOCUMENT A STATEMENT
___15. DEVELOP A PLAN TO INVESTIGATE A PROBLEM
___16. DEFINE AND DELIMIT THE BASIC ISSUES OF A PROBLEM
___17. USE CONTACTS CONSTRUCTIVELY WHEN DEALING WITH A PROBLEM
___18. GATHER INFORMATION BY INTERVIEWS, CONFIRMING FACTS, AND LOCATING DATA
___19. PREPARE REPORTS CONTAINING FACTUAL EVIDENCE
___20. DO ACCURATE DETAILED WORK
___21. PERFORM WORK UNDER STRESSFUL CONDITIONS
___22. DO COMPUTATIONS/ARITHMETIC
___23. LEARN COMPLEX INFORMATION
___24. ELICIT AND CONVEY INFORMATION OVER THE PHONE
___25. DO FUND RAISING BY TELEPHONE
___26. DEMONSTRATE GOOD ORAL COMMUNICATIONS SKILLS

Do Not Write in This Box

Total: _____

Score: _____

CLUSTER U

SELF RATING OF MY ABILITY TO:

____1. APPLY PRINCIPLES OF COLOR, TEXTURE, AND DESIGN
____2. USE AESTHETIC GUIDELINES (BALANCE, PROPORTION, ETC.) IN PLANNING FLORAL ARRANGEMENTS
____3. USE SCISSORS, KNIVES, AND WIRE CUTTERS
____4. MAINTAIN CUT FLOWERS IN PROPER CONDITION
____5. VISUALIZE HOW A COMPLETED FLORAL ARRANGEMENTS SHOULD LOOK
____6. IDENTIFY FLOWERS AND PLANTS BY NAME
____7. INTERACT PLEASANTLY WITH CUSTOMERS
____8. DO SIMPLE ARITHMETIC COMPUTATIONS
____9. ESTABLISH AND MAINTAIN FINANCIAL OR SALES RECORDS
___10. FOLLOW DIRECTIONS AND ACCEPT SUPERVISION
___11. SELL A PRODUCT OR SERVICE
___12. USE ARTISTIC SENSE
___13. BE CREATIVE

Do Not Write in This Box

Total: _____

Score: _____

CLUSTER V

SELF RATING OF MY ABILITY TO:

____1. WORK STEADILY AT REPETITIVE MANUAL TASKS
____2. USE A SOLDERING IRON
____3. READ A BLUEPRINT OR DIAGRAM
____4. EXPLAIN HOW THINGS WORK
____5. DO ARITHMETIC COMPUTATIONS
____6. ATTEND TO DETAIL
____7. DO ELECTRICAL AND/OR SMALL APPLIANCE REPAIRS
____8. ASSEMBLE CHILDREN'S TOYS AND/OR PLAY EQUIPMENT
____9. DO PRECISE AND ACCURATE DETAILED WORK
___10. ORGANIZE A PROJECT INTO ITS COMPONENT PARTS AND DETERMINE THE SEQUENCE IN WHICH THESE ACTIVITIES NEED TO BE PERFORMED
___11. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY
___12. MEET ACCOUNTABILIY DEMANDS OF OTHERS
___13. OBSERVE SAFETY PRECAUTIONS WHEN USING TOOLS, EQUIPMENT, AND MACHINES
___14. MAKE MECHANICAL REPAIRS ON HOUSEHOLD ITEMS
___15. DO WORK UTILIZING HAND TOOLS
___16. DO CRAFTS, SUCH AS WEAVING, STAINED GLASS, MACRAME, JEWELRY MAKING, ETC.
___17. DO KNITTING AND CROCHETING AND/OR NEEDLEWORK
___18. BE RELIABLE AND PUNCTUAL
___19. BE WILLING TO CONTINUE LEARNING NEW INFORMATION
___20. WORK WITH HANDS QUICKLY AND WITH DEXTERITY

Do Not Write in This Box

Total: _____

Score: _____

CLUSTER H

SELF RATING OF MY ABILITY TO:

____1. ESTABLISH AND MAINTAIN DETAILED RECORDS OR FILES
____2. WRITE ACCURATE, COMPLETE REPORTS
____3. RESPECT AND OBSERVE PRECAUTIONS CONCERNING CONFIDENTIALITY OF INFORMATION
____4. FOLLOW COMPLEX PROCEDURES PRECISELY
____5. FOLLOW ORDERS AND ACCEPT SUPERVISION
____6. LEARN DETAILS OF NEW PROCEDURES QUICKLY
____7. MEET ACCOUNTABILITY DEMANDS OF OTHERS
____8. USE A TYPEWRITER
____9. ESTABLISH AND MAINTAIN FISCAL RECORDS AND PROCEDURES
___10. EXPLAIN THE RATIONALE FOR VARIOUS KINDS AND AMOUNTS OF INSURANCE (HEALTH, LIFE, ETC.)
___11. DEVELOP SPECIFIC GOALS AND PLANS FOR A SPECIFIC ACTIVITY, OPERATING WITHIN CONSTRAINTS OF AVAILABLE TIME, SPACE, AND PERSONNEL
___12. IDENTIFY METHODS OF EVALUATING EFFECTIVENESS IN MEETING GOALS AND OBJECTIVES
___13. ESTABLISH PRIORITIES BASED ON THE IMPORTANCE OF EACH OBJECTIVE TO GOAL ATTAINMENT AND ON THE RESOURCES AVAILABLE
___14. WORK CREATIVELY WITHIN THE STRUCTURE OF RELATIONSHIPS AND THE SETTING OF AN ORGANIZATION
___15. DELEGATE RESPONSIBILITY AND ESTABLISH ACCOUNTABILITY METHODS TO DETERMINE IF THESE RESPONSIBILITIES HAVE BEEN MET
___16. HELP PEOPLE SEE THE RELEVANCE OF THEIR ORGANIZATIONAL EXPERIENCE TO THEIR LONG-RANGE CAREER GOALS AND/OR PERSONAL DEVELOPMENT

CONTINUED ON THE NEXT PAGE . . .

___17. DEVELOP AND MAINTAIN A SYSTEM OF EVALUATING JOB PERFORMANCE
___18. CONDUCT SALARY ADMINISTRATION AND/OR PERFORMANCE REVIEWS
___19. HANDLE OUT-PLACEMENTS AND/OR JOB TERMINATIONS
___20. PLAN AND IMPLEMENT PROGRAMS FOR STAFF DEVELOPMENT
___21. DEAL WITH EMPLOYEE RELATIONS PROBLEMS
___22. PLAN AND MONITOR A RETIREMENT PROGRAM
___23. PLAN AND IMPLEMENT PERSONNEL POLICIES
___24. PREPARE JOB DESCRIPTIONS
___25. SELECT AND/OR RECRUIT INDIVIDUALS FOR A VARIETY OF JOBS
___26. PROVIDE ORIENTATION TO PERSONNEL NEW TO AN ORGANIZATION
___27. ARRANGE FOR AND MONITOR THE JOB TRAINING OF PERSONNEL
___28. ABIDE BY AN ORGANIZATION'S STANDARDS
___29. OBTAIN AND VERIFY ROUTINE FACTUAL INFORMATION FROM INDIVIDUALS
___30. IDENTIFY TRAINING NEEDS
___31. DEVELOP TRAINING MANUALS
___32. DETERMINE THE SUITABILITY OF VARIOUS TRAINING APPROACHES FOR INDIVIDUALS WITH DIFFERENT BACKGROUNDS AND EXPERIENCES
___33. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
___34. USE QUESTIONING SKILLS
___35. USE LISTENING SKILLS
___36. NEGOTIATE WITH OTHERS
___37. DEAL WITH UNPLEASANT CONFRONTATIONS
___38. BE OUTGOING AND GREGARIOUS

Do Not Write in This Box

Total: _____

Score: _____

APPENDIX C

Experience Description Summary

Part II

Vocational Education

Part II

Identifying Your Skills and Competencies for Vocational Education

In completing this section, think about the things that you have learned and are able to do as a result of the experiences you have had. Mark each item using the following scale:

3 = This is something I do well; other people have praised me for my ability to do this; I could teach others how

2 = This is something I do moderately well; I can usually do it without having any special problem or difficulty and I usually enjoy doing it.

1 = This is something that I can do but I do not do it with ease or with skill and I do not enjoy doing it.

0 = I cannot do this or I have never done this.

The skills and competencies have been grouped into several clusters. Some items are repeated in more than one cluster.

Read through and mark all the items in each cluster. Most women are surprised to find that they have so many different kinds of skills.

There is a space at the end of this section for you to list other skills that you have that are not included in these clusters.

CLUSTER A

SELF RATING OF MY ABILITY TO:

____1. PLAN, WRITE, AND EVALUATE MENUS USING NUTRITIONAL PRINCIPLES, COST, AND EYE APPEAL AS GUIDELINES
____2. EVALUATE THE COST AND NUTRITIONAL VALUE OF ALTERNATIVE METHODS OF PREPARING THE SAME FOODS
____3. EVALUATE AND PURCHASE FOOD
____4. EVALUATE THE FRESHNESS AND QUALITY OF MEAT, FISH, POULTRY, FRUIT, VEGETABLES, AND DAIRY PRODUCTS
____5. DETERMINE THE APPROPRIATE QUANTITY OF FOOD TO BUY
____6. DO COOKING AND BAKING
____7. PREPARE FOOD IN QUANTITY (FOR LARGE GROUPS)
____8. CATER FOOD FOR SMALL PARTIES
____9. PREPARE SALADS AND SALAD DRESSINGS
___10. PREPARE VARIOUS TYPES OF SOUPS, SAUCES, AND GRAVIES
___11. PREPARE POTATOES, RICE, AND PASTA
___12. PREPARE VARIOUS SEAFOOD PRODUCTS
___13. PREPARE SANDWICHES
___14. PREPARE EGG AND BREAKFAST DISHES
___15. IDENTIFY AND PREPARE FRUIT PRODUCTS
___16. PREPARE GARNISHES FOR FOOD
___17. PREPARE VEGETABLES FOR QUANTITY FOOD SERVICE
___18. WORK WITH LEFT-OVER FOODS
___19. EVALUATE PREPARED FOOD
___20. PRODUCE A QUALITY FOOD PRODUCT
___21. USE WEIGHTS AND MEASURES ACCURATELY IN A RECIPE
___22. MEET SANITATION AND SAFETY REQUIREMENTS IN HANDLING FOOD
___23. APPLY SAFETY RULES IN THE USE OF KITCHEN EQUIPMENT
___24. USE THE BASIC TOOLS OF BULK FOOD PREPARATION (OVEN, MIXER, CHOPPER, SLICER, ETC.)
___25. RECOGNIZE AND USE MENU TERMINOLOGY CORRECTLY
___26. SET PRIORITIES
___27. WORK UNDER PRESSURE
___28. SELECT MEATS SUITABLE FOR VARIOUS PREPARATION TECHNIQUES
___29. WORK WITH HANDS QUICKLY AND WITH DEXTERITY
___30. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY

Do Not Write in This Box

Total: _____

Score: _____

CLUSTER 8

SELF RATING OF MY ABILITY TO:

____1. DO PRECISE AND ACCURATE DETAILED WORK
____2. USE SMALL HAND TOOLS (PLIERS, FILES, SCREWDRIVERS, ETC.)
____3. DO ARITHMETIC AND COMPUTATIONS
____4. ADVISE OTHERS ABOUT SELECTING BECOMING STYLES
____5. SHOW COMPASSION FOR THOSE WITH PROBLEMS
____6. ESTABLISH RAPPORT WITH THOSE SEEKING ADVICE
____7. RECOGNIZE THE NONVERBAL CUES AND BEHAVIORS WHICH INDICATE PROBLEMS
____8. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
____9. PREPARE A WORK ORDER
___10. SURVEY AND CHOOSE AMONG SUPPLIERS OF PRODUCTS
___11. BE RESPONSIBLE FOR DAY-TO-DAY ADMINISTRATION
___12. ESTABLISH PROCEDURES TO MONITOR INCOME AND EXPENDITURES
___13. DETERMINE PRICES ON THE BASIS OF COST AND OVERHEAD FACTORS
___14. ARRANGE FOR OR OVERSEE PERFORMANCE OF ADVERTISING, PUBLICITY, MARKETING OR SALES PROMOTION
___15. MAINTAIN CORRESPONDENCE WITH SUPPLIERS AND CUSTOMERS
___16. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY
___17. DEAL WITH EMPLOYEE RELATIONS PROBLEMS

Do Not Write in This Box

Total: _____

Score: _____

CLUSTER C

SELF RATING OF MY ABILITY TO:

____1. SIT STILL FOR LONG PERIODS OF TIME
____2. DRAW
____3. EXPRESS IDEAS BY DRAWING
____4. VISUALIZE WHAT IS TO BE DRAWN
____5. SKETCH OBJECTS SO AS TO SHOW THREE DIMENSIONS
____6. DRAW SECTIONAL VIEWS OF OBJECTS
____7. SHOW DIMENSIONS OF OBJECTS DRAWN
____8. DRAW A MAP SHOWING CONTOURS AND/OR TOPOGRAPHY
____9. DRAW A LINE, BAR OR PIE CHART FROM DATA
___10. USE STANDARD BLOCK LETTERING
___11. DO TECHNICAL LETTERING
___12. READ A BLUEPRINT
___13. USE DRAFTING INSTRUMENTS
___14. WORK NEATLY AND ACCURATELY
___15. DO PRECISE AND ACCURATE DETAILED WORK
___16. ANALYZE A PROBLEM
___17. FOLLOW ORDERS AND ACCEPT SUPERVISION
___18. MAKE A DETAILED DRAWING
___19. CREATE ORIGINAL HOME DESIGNS
___20. DO HOME REPAIRS, CARPENTRY, OR CONSTRUCTION

Do Not Write in This Box

Total: _____

Score: _____

CLUSTER D

SELF RATING OF MY ABILITY TO:

____1. USE BASIC LIBRARY TOOLS SUCH AS THE CARD CATALOGUE
____2. USE REFERENCE SOURCES, SUCH AS THE ENCYCLOPEDIA, DICTIONARY, ALMANAC, AND BIBLIOGRAPHIES
____3. USE LIBRARY CALL NUMBERS TO IDENTIFY AND LOCATE BOOKS
____4. USE THE READER'S GUIDE TO PERIODICAL LITERATURE TO LOCATE MATERIAL
____5. PREPARE A BIBLIOGRAPHY ON A TOPIC COVERING BOTH BOOKS AND PERIODICALS
____6. ASSIST IN THE DEVELOPMENT OF BIBLIOGRAPHIES
____7. RESEARCH GENEALOGICAL AND FAMILY HISTORY RECORDS
____8. HELP WITH LIBRARY USER SERVICES
____9. ASSIST WITH CIRCULATION OF LIBRARY MATERIALS
___10. ASSIST PARENTS, TEACHERS, AND OTHERS WORKING WITH CHILDREN IN THE SELECTION OF BOOKS AND OTHER MATERIALS
___11. IDENTIFY AND USE INFORMATION RESOURCES TO LOCATE COMMUNITY SERVICES AND FACILITIES
___12. LOCATE AND DIRECT OTHERS TO INFORMATION RESOURCES THAT CAN HELP WITH THE EVALUATION OF GOODS AND SERVICES;THE EVALUATION OF HEALTH AND SAFETY HAZARDS; THE IDENTIFICATION OF BEST BUYS; ETC.
___13. IDENTIFY AND USE RESOURCES RELEVANT TO DIFFERENT CULTURAL, ETHNIC, AND RELIGIOUS HERITAGES
___14. INVENTORY OVERDUE BOOKS AND SEND NOTICES
___15. ASSIST IN CATALOGUING NEW BOOKS
___16. FILE LIBRARY CATALOGUE CARDS CORRECTLY
___17. PREPARE REPORTS ON LIBRARY CIRCULATION
___18. MAKE OUT PURCHASE ORDERS
___19. PROCESS ORDERS, INCLUDING CHECKING IN AND FILING
___20. TYPE
___21. PREPARE AND MAINTAIN FILES
___22. VERIFY ORDERS
___23. USE TAPE RECORDERS, MOVIE AND FILM STRIP PROJECTORS, SLIDE PROJECTORS, AND SIMILAR AUDIO-VISUAL EQUIPMENT
___24. MAKE AND MOUNT TRANSPARANCIES FOR USE IN AN OPAQUE PROJECTOR
___25. DEAL WITH OTHER PEOPLE
___26. DO ACCURATE DETAILED WORK
___27. DO A REPETITIVE TASK FOLLOWING A SET PROCEDURE
___28. CARRY OUT ORAL AND WRITTEN INSTRUCTIONS
___29. ACCEPT SUPERVISION
___30. TRAIN OTHERS TO DO SPECIFIC JOBS OR TASKS
___31. COMPILE INFORMATION
___32. OBTAIN AND VERIFY FACTUAL INFORMATION
___33. CHECK PUBLIC RECORDS FOR INFORMATION
___34. GATHER INFORMATION BY CONFIRMING FACTS AND LOCATING BACKGROUND DATA
___35. PREPARE DISPLAY MATERIALS

Do Not Write in This Box

Total: _____

Score: _____

CLUSTER E

SELF RATING OF MY ABILITY TO:

____1. USE STEP-BY-STEP LOGICAL REASONING
____2. CARRY OUT ORAL AND WRITTEN INSTRUCTIONS OF SOME COMPLEXITY
____3. LEARN AND APPLY RULES
____4. USE PROBLEM SOLVING AND DECISION MAKING SKILLS
____5. ANALYZE AND SUMMARIZE DATA
____6. MAKE INFERENCES FROM DATA
____7. DEVELOP AND USE CHARTS, AND OTHER VISUAL MATERIALS TO DESCRIBE A PROGRAM'S OR PROJECT'S WORK FLOW
____8. PERFORM ARITHMETIC OPERATIONS WITH SIGNED NUMBERS (+, -)
____9. DO SIMPLE ALGEBRA
___10. USE A POCKET CALCULATOR OR OTHER DATA PROCESSING EQUIPMENT
___11. USE A TYPEWRITER COMPUTER TERMINAL
___12. THINK LOGICALLYY
___13. DO MECHANICAL WORK OR REPAIR HOME APPLICANCES
___14. ORGANIZE A PROJECT INTO ITS COMPONENT PARTS AND DETERMINE THE ORDER IN WHICH THESE ACTIVITIES MUST BE PERFORMED

Do Not Write in This Box

Total: _____

Score: _____

CLUSTER F

SELF RATING OF MY ABILITY TO:

____1. ABSTRACT INFORMATION WITH ACCURACY
____2. CODE AND CATALOGUE OR INDEX INFORMATION
____3. RECOGNIZE AND SUMMARIZE PERTINENT INFORMATION
____4. DEMONSTRATE FAMILIARITY WITH MEDICAL TERMINOLOGY
____5. DEMONSTRATE A BASIC KNOWLEDGE OF HUMAN ANATOMICAL TERMS
____6. SPELL CORRECTLY
____7. USE CORRECT MEDICAL TERMINOLOGY FOR COMMON DISEASES AND TYPES OF INJURIES
____8. DEFINE COMMON MEDICAL TERMS
____9. USE MEDICAL DICTIONARIES AND OTHER MEDICAL TERMINOLOGY REFERENCES
___10. TREAT MEDICAL INFORMATION AS CONFIDENTIAL
___11. DO ALPHABETICAL AND NUMERICAL FILING ACCURATELY
___12. DO PRECISE AND ACCURATE DETAILED WORK
___13. CARRY OUT ORAL AND WRITTEN INSTRUCTIONS OF SOME COMPLEXITY
___14. LEARN AND APPLY RULES
___15. RESPECT AND OBSERVE PRECAUTIONS CONCERNING CONFIDENTIALITY OF INFORMATION
___16. READ, UNDERSTAND AND EXPLAIN MEDICAL CONSENT FORMS
___17. USE A LIBRARY AND OTHER REFERENCE SOURCES
___18. WORK IN A HOSPITAL, NURSING HOME, OR OTHER MEDICAL SETTING
___19. KEEP ACCURATE RECORDS OF HEALTH CARE
___20. GATHER INFORMATION BY LOCATING BACKGROUND DATA, CONFIRMING FACTS, AND IDENTIFYING TRENDS
___21. ASSIST WITH THE MAINTENANCE OF MEDICAL RECORDS IN A HOSPITAL OR NURSING HOME
___22. USE A TYPEWRITER
___23. DEVELOP AND MAINTAIN CURRENT FILES
___24. KEEP RECORDS AND PREPARE REPORTS FROM THEM
___25. OBTAIN AND VERIFY ROUTINE FACTUAL INFORMATION
___26. PREPARE REPORTS CONTAINING FACTUAL DATA

Do Not Write in This Box

Total: _____

Score: _____

CLUSTER G

SELF RATING OF MY ABILITY TO:

____1. WORK ARITHMETIC PROBLEMS INVOLVING COMMON FRACTIONS AND DECIMALS
____2. USE BASIC ARITHMETIC OR GEOMETRY TO DETERMINE AREA OR VOLUME
____3. MAKE MECHANICAL DRAWINGS OR SKETCHES
____4. MAKE OBJECTS THAT CORRESPOND TO SIMPLE PLANS, PATTERNS, OR DRAWINGS
____5. IDENTIFY TYPES OF METAL
____6. DO ARTS AND CRAFTS WORK WITH STAINED GLASS OR OTHER CRAFT INVOLVING SOLDERING
____7. DO JEWELRY-MAKING OR METAL-WORK CRAFTS
____8. MAKE CRAFT OBJECTS OUT OF TIN
____9. ORGANIZE A PROJECT INTO ITS COMPONENT PARTS AND DETERMINE THE THE SEQUENCE IN WHICH THESE ACTIVITIES NEED TO BE PERFORMED
___10. ESTABLISH WORK FLOW PROCEDURES
___11. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY

Do Not Write in This Box

Total: _____

Score: _____

CLUSTER H

SELF RATING OF MY ABILITY TO:

____1. CARRY OUT ORAL AND WRITTEN DIRECTIONS OF SOME COMPLEXITY
____2. DEAL WITH OTHER PEOPLE
____3. DO PRECISE AND ACCURATE DETAILED WORK
____4. PERFORM WORK UNDER STRESSFUL CONDITIONS
____5. TRANSLATE INFORMATON AND FACTS TO A LEVEL APPROPRIATE TO AN INDIVIDUAL'S BACKGROUND AND EXPERIENCE
____6. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
____7. SHOW COMPASSION FOR THOSE WITH PROBLEMS
____8. IDENTIFY AN INDIVIDUAL'S PROBLEMS AND DIFFICULTIES
____9. COMMUNICATE EFFECTIVELY WITH PATIENTS
___10. FOLLOW ORDERS AND ACCEPT SUPERVISION
___11. RECOGNIZE THE NONVERBAL CLUES WHICH INDICATE PROBLEMS
___12. PERFORM LIFE SUPPORT FUNCTIONS IN GIVING FIRST AID
___13. DETERMINE THE URGENCY OF A PROBLEM AND HANDLE IT APPROPRIATELY
___14. RECOGNIZE AND DEAL WITH MEDICAL EMERGENCIES
___15. OBSERVE SAFETY PRECAUTIONS IN USING EQUIPMENT AND MEDICINE
___16. KEEP RECORDS AND PREPARE REPORTS
___17. TAKE A PATIENT'S TEMPERATURE, PULSE, OR OTHER VITAL SIGNS
___18. THINK AND BEHAVE RATIONALLY WHEN DEALING WITH AN EMERGENCY
___19. PROVIDE A SAFE ENVIRONMENT FOR A PATIENT
___20. MEET ACCOUNTABILITY DEMANDS OF OTHERS
___21. WORK AS A MEMBER OF A FIRST AID/RESCUE SQUAD
___22. WORK WITH THE ILL IN A HOSPITAL OR NURSING HOME

Do Not Write in This Box

Total: _____

Score: _____

CLUSTER I

SELF RATING OF MY ABILITY TO:

____1. DESIGN OR PLAN THE LAYOUT OF NEWSLETTERS, BROCHURES, ETC
____2. WRITE LAYOUT SPECIFICATIONS
____3. FIGURE PRINTING COSTS
____4. COORDINATE THE PRINTING OF MATERIALS
____5. COORDINATE THE DEVELOPMENT OF MATERIALS FOR PRODUCTION
____6. EDIT AND CORRECT COMPOSED COPY
____7. MAINTAIN FILES OF ART FOR USE IN LAYOUTS
____8. DEVELOP AND MAINTAIN CURRENT FILES
____9. ORDER SUPPLIES
___10. TAKE PHOTOGRAPHS
___11. EXPOSE AND PROCESS FILM
___12. USE CORRECT F STOPS AND FOCAL LENGTH, IN MAKING CAMERA SETTINGS
___13. DETERMINE CORRECT EXPOSURE TIME IN MAKING CAMERA SETTINGS
___14. USE CORRECT LENS AND BELLOWS TO TAKE CLOSE-UPS
___15. DEVELOP PHOTOGRAPHIC FILM
___16. MAKE PHOTOGRAPHIC PRINTS
___17. MAKE PHOTO ENLARGEMENTS
___18. APPLY THE PRINCIPLES OF COLOR AND DESIGN
___19. USE COLOR, LIGHT, AND SPACE TO CREATE A SPECIFIC KIND OF APPEARANCE
___20. USE AESTHETIC GUIDELINES (BALANCE, PROPORTIONS, ETC.) IN EVALUATING A PLAN OR DESIGN

Do Not Write in This Box

Total: _____

Score: _____

SELF RATING OF MY ABILITY TO:

____1. TEACH AN ACTIVITY OR SKILL TO AN INDIVIDUAL
____2. TEACH AN ACTIVITY TO A GROUP
____3. PLAN AND ORGANIZE COOPERATIVE AND COMPETITIVE ACTIVITIES AND KNOW WHEN EACH IS APPROPRIATE
____4. WRITE STEP-BY-STEP PROCEDURES FOR AN ACTIVITY
____5. ESTABLISH LONG TERM AND SHORT TERM GOALS
____6. DEMONSTRATE A KNOWLEDGE OF HUMAN DEVELOPMENT
____7. ENCOURAGE THE DEVELOPMENT OF SOCIAL SKILLS
____8. ENCOURAGE THE DEVELOPMENT OF "COMMON SENSE"
____9. RECOGNIZE THE NONVERBAL CLUES AND BEHAVIORS THAT INDICATE TENSIONS OR PROBLEMS
___10. WRITE CONCISE, UNDERSTANDABLE REPORTS
___11. CARRY OUT ORAL AND WRITTEN INSTRUCTIONS AND DIRECTIONS
___12. OBTAIN AND VERIFY ROUTINE FACTUAL INFORMATION
___13. IDENTIFY METHODS FOR EVALUATING EFFECTIVENESS IN MEETING GOALS AND OBJECTIVES
___14. DO ARTS AND CRAFTS ACTIVITIES
___15. GIVE PROPER CARE TO ARTS AND CRAFTS MATERIALS AND EQUIPMENT
___16. USE REFERENCE MATERIAL TO LEARN A NEW CRAFT OR TC LEARN ADVANCED TECHNIQUES IN A FAMILIAR CRAFT
___17. ANALYZE A CRAFT IN TERMS OF SENSORY INPUT AND THE SPECIFIC MOTIONS REQUIRED, AND THERAPEUTIC ASPECTS
___18. PROVIDE A SAFE ENVIRONMENT FOR A PATIENT
___19. OBSERVE A PATIENT FOR UNUSUAL SIGNS
___20. MAKE OBSERVATIONAL RECORDS OF PATIENTS
___21. REPORT ORALLY ON A PATIENT'S CONDITION
___22. UNDERSTAND THE PHYSICAL, EMOTIONAL, AND EDUCATIONAL NEEDS OF AN INDIVIDUAL WITH A PHYSICAL OR EMOTIONAL HANDICAP
___23. ASSESS PATIENT PERFORMANCE IN DAILY LIVING SKILLS
___24. HELP PATIENTS DEVELOP BETTER WAYS OF COPING WITH THE DEMANDS OF DAILY LIFE
___25. EVALUATE A PATIENT'S VOCATION AND AVOCATIONAL INTERESTS IN TERMS OF SPECIFIC DISABILITIES
___26. ADAPT ACTIVITIES TO THE NEEDS OF A PATIENT
___27. ENCOURAGE THE DEVELOPMENT OF SELF-SUFFICIENCY FOR A PATIENT WITHIN THE LIMITS OF HER/HIS ILLNESS OR HANDICAP
___28. TRANSFER AND TRANSPORT PATIENT CORRECTLY
___29. WORK WITH EMOTIONALLY DISTURBED PEOPLE
___30. WORK WITH THE MENTALLY HANDICAPPED PEOPLE
___31. WORK WITH THE PHYSICALLY HANDICAPPED PEOPLE
___32. WORK WITH PHYSICALLY ILL PEOPLE
___33. WORK WITH THE ELDERLY
___34. IDENTIFY AND EXPLAIN THE BASIC CONCEPTS OF HEALTH CARE DELIVERY
___35. TRAIN GROUPS OR INDIVIDUALS IN PREVENTIVE OR REMEDIAL HEALTH CARE

Do Not Write in This Box

Total: _____

Score: _____

CLUSTER K

SELF RATING OF MY ABILITY TO:

____1. MAKE ELECTRICAL WIRING AND SMALL APPLICANCE REPAIRS
____2. IDENTIFY AN ELECTRICAL CIRCUIT AND ITS COMPONENTS
____3. MAKE MECHANICAL REPAIRS ON HOUSEHOLD ITEMS
____4. CARE FOR THE EQUIPMENT USED IN A HOME
____5. CARE FOR AND MAKE MINOR REPAIRS ON AN AUTOMOBILE
____6. USE COMMON HAND TOOLS CORRECTLY AND SAFELY
____7. USE COMMON MEASURING INSTRUMENTS
____8. OBSERVE SAFE WORK HABITS IN A WORKSHOP
____9. USE SAFETY PRECAUTIONS WHEN WORKING WITH TOOLS, EQUIPMENT, AND MACHINERY
___10. IDENTIFY COMMON MECHANICAL DRAWING INSTRUMENTS
___11. MAKE PICTORIAL DRAWINGS
___12. CONVERT A PICTORIAL DRAWING TO A SCHEMATIC DRAWING
___13. PREPARE SCALE DRAWINGS
___14. IDENTIFY COMMONLY USED HOUSE WIRING SYMBOLS
___15. DETECT POTENTIAL SAFETY HAZARDS IN ITEMS
___16. IDENTIFY AND CORRECT SAFETY PROBLEMS, SUCH AS WORN WIRING
___17. CARRY OUT ORAL AND WRITTEN DIRECTIONS OF SOME COMPLEXITY
___18. LEARN AND APPLY RULES
___19. ORGANIZE A PROJECT INTO ITS COMPONENT PARTS AND DETERMINE THE SEQUENCE IN WHICH THESE ACTIVITIES NEED TO BE PERFORMED
___20. DEVELOP AND USE FLOW CHARTS AND OTHER VISUAL MATERIALS
___21. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY
___22. ANALYZE A PROBLEM
___23. SOLVE A PROBLEM
___24. DO PRECISE AND ACCURATE DETAILED WORK
___25. DO A REPETITIVE TASK FOLLOWING A SET PROCEDURE
___26. DO COMPUTATIONS/ARITHMETIC
___27. DO STAINED GLASS WORK, JEWELRY MAKING, OR OTHER CRAFT ACTIVITIES THAT INVOLVE SOLDERING
___28. DO ART OR CRAFTS PROJECTS THAT INVOLVE ETCHING
___29. BUILD A RADIO, HI-FI, OR OTHER ELECTRONIC ITEM FROM A KIT OR COMPONENT PARTS

Do Not Write in This Box

Total: _____

Score: _____

APPENDIX D

Item Means for

Experience Description Summary

Occupational Scales

AIRLINE RESERVATION AGENT RATING LIST

Item mean	ABILITY TO:
2.5	MANAGE TIME AND SCHEDULE ACTIVITIES
2.6	ADVISE PEOPLE BY TELEPHONE
2.6	REFER PEOPLE TO SOURCES OF INFORMATION AND ASSISTANCE
2.3	DIRECT, CONTROL, AND PLAN THE ACTIVITIES OF OTHERS
2.1	DO ARITHMETIC COMPUTATIONS
2.4	LEARN NEW INFORMATION QUICKLY
1.8	USE A TYPEWRITER
2.5	FOLLOW ORDERS AND ACCEPT SUPERVISION
2.3	PERSUADE OTHERS
2.5	PLAN TRAVEL
2.0	SELL A PRODUCT OR SERVICE
2.3	ARRANGE GROUP TRIPS
2.6	CONVEY INFORMATION BY TELEPHONE
2.6	OBTAIN AND VERIFY INFORMATION BY TELEPHONE
2.2	DEMONSTRATE KNOWLEDGE OF THE UNITED STATES AND/OR OTHER COUNTRIES
2.4	USE QUESTIONING SKILLS
2.6	USE LISTENING SKILLS

BANK CLERK/TELLER RATING LIST

Item mean	ABILITY TO:
2.4	MAKE CHANGE QUICKLY AND ACCURATELY
2.5	GREET AND SERVE LARGE NUMBERS OF PEOPLE WHILE MAINTAINING A PLEASANT, ALERT MANNER
2.6	UNDERSTAND SIMPLE CHECKING AND SAVINGS ACCOUNTS
2.8	RESPECT AND SAFEGUARD THE PRIVACY AND CONFIDENTIALITY OF FINANCIAL RECORDS AND TRANSACTIONS
2.4	LEARN DETAILS OF NEW PROCEDURES QUICKLY
2.3	INTERPRET AN ORGANIZATION AND ITS SYSTEM FOR THE DELIVERY OF SERVICES TO THE PUBLIC
2.4	DEMONSTRATE SENSITIVITY TO AND AWARENESS OF COMMUNITY ATTITUDES AND CONCERNS
2.7	ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
2.2	ESTABLISH AND MAINTAIN FINANCIAL RECORDS
2.1	USE BUSINESS FORMS
2.6	DEAL EFFECTIVELY WITH CUSTOMERS
2.0	WORK AS A CASHIER
2.0	USE AN ADDING MACHINE
2.7	BE PUNCTUAL AND CAREFUL
2.6	FOLLOW ORDERS AND ACCEPT SUPERVISION
2.1	HANDLE UNPLEASANT CONFRONTATIONS CHEERFULLY
2.8	INSPIRE TRUST
2.6	THINK AND BEHAVE RATIONALLY WHEN DEALING WITH AN EMERGENCY

CLAIMS ADJUSTER RATING LIST

Item mean	ABILITY TO:
2.3	DEVELOP AND MAINTAIN CURRENT FILES
2.3	KEEP RECORDS AND PREPARE REPORTS
2.4	OBTAIN AND VERIFY FACTUAL INFORMATION
2.3	PRESENT ARGUMENTS AND EVIDENCE TO SUPPORT A POSITION
2.6	ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
2.6	DETERMINE THE URGENCY OF A PROBLEM AND HANDLE IT APPROPRIATELY
2.9	RESPECT THE CONFIDENTIALITY OF RECORDS AND PERSONAL INFORMATION
2.5	DEAL WITH INTERPERSONAL PROBLEMS
2.5	IDENTIFY THE NEEDS OF A PERSON IN A CRISIS SITUATION
2.3	CONDUCT NEGOTIATIONS WITH AN AWARENESS THAT COMPROMISE MAY BE NECESSARY
2.6	ESTABLISH PRIORITIES
1.6	READ INSURANCE POLICIES, CONTRACTS, LEGAL AGREEMENTS, ETC., WITH UNDERSTANDING
1.8	CONDUCT A SEARCH OF LEGAL DOCUMENTS TO OBTAIN INFORMATION
2.1	SELECT DATA TO DOCUMENT A STATEMENT
2.2	DEVELOP A PLAN TO INVESTIGATE A PROBLEM
2.2	DEFINE AND DELIMIT THE BASIC ISSUES OF A PROBLEM
2.3	USE CONTACTS CONSTRUCTIVELY WHEN DEALING WITH A PROBLEM
2.4	GATHER INFORMATION BY INTERVIEWS, CONFIRMING FACTS, AND LOCATING DATA
2.2	PREPARE REPORTS CONTAINING FACTUAL EVIDENCE
2.2	DO ACCURATE DETAILED WORK
2.1	PERFORM WORK UNDER STRESSFUL CONDITIONS
2.0	DO COMPUTATIONS/ARITHMETIC
2.1	LEARN COMPLEX INFORMATION
2.5	ELICIT AND CONVEY INFORMATION OVER THE TELEPHONE
1.8	DO FUND RAISING BY TELEPHONE
2.5	DEMONSTRATE GOOD ORAL COMMUNICATIONS SKILLS

CREDIT/COLLECTION WORKER RATING LIST

Item mean	ABILITY TO:
2.8	READ, WRITE, AND SPEAK ENGLISH FLUENTLY
2.0	UNDERSTAND LEGAL AND FINANCIAL TERMS
2.1	JUDGE THE VALUE OF CARS, FURNISHINGS, AND OTHER OBJECTS
2.2	ESTABLISH AND MAINTAIN DETAILED RECORDS
2.6	ENCOURAGE THE DEVELOPMENT OF "COMMON SENSE"
2.0	DEMONSTPATE KNOWLEDGE OF LAWS THAT CAN AFFECT FINANCES
2.0	USE TECHNIQUES OF CONFLICT RESOLUTION
2.5	BE SELF-MOTIVATED, SELF-STARTING
2.5	BE COMPETITIVE, STRIVE TO BETTER PERFORMANCE
2.1	WORK UNDER CLOSE SUPERVISION
2.4	REMAIN CALM, FIRM, AND BUSINESS-LIKE DURING CONFRONTATIONS WITH PEOPLE
2.4	NEGOTIATE BETWEEN PEOPLE

ELECTRONICS ASSEMBLER RATING LIST

Item mean	ABILITY TO:
1.8	WORK STEADILY AT REPETITIVE MANUAL TASKS
1.6	USE A SOLDERING IRON
1.7	READ A BLUEPRINT OR DIAGRAM
1.8	EXPLAIN HOW THINGS WORK
2.0	DO ARITHMETIC COMPUTATIONS
2.3	ATTEND TO DETAIL
1.5	DO ELECTRICAL AND/OR SMALL APPLIANCE REPAIRS
1.9	ASSEMBLE CHILDREN'S TOYS AND/OR PLAY EQUIPMENT
2.0	DO PRECISE AND ACCURATE DETAILED WORK
2.1	ORGANIZE A PROJECT INTO ITS COMPONENT PARTS AND DETERMINE THE SEQUENCE IN WHICH THESE ACTIVITIES NEED TO BE PERFORMED
2.0	ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY
2.1	MEET ACCOUNTABILITY DEMANDS OF OTHERS
2.4	OBSERVE SAFETY PRECAUTIONS WHEN USING TOOLS, EQUIPMENT, AND MACHINES
1.7	MAKE MECHANICAL REPAIRS ON HOUSEHOLD ITEMS
1.8	DO WORK UTILIZING HAND TOOLS
2.0	DO CRAFTS, SUCH AS WEAVING, STAINED GLASS, MACRAME, JEWELRY MAKING, ETC.
2.1	DO KNITTING AND CROCHETING AND/OR NEEDLEWORK
2.7	BE RELIABLE AND PUNCTUAL
2.7	BE WILLING TO CONTINUE LEARNING NEW INFORMATION
2.1	WORK WITH HANDS QUICKLY AND WITH DEXTERITY

FLORAL DESIGNER RATING LIST

Item mean	ABILITY TO:
2.3	APPLY PRINCIPLES OF COLOR, TEXTURE, AND DESIGN
2.1	USE AESTHETIC GUIDELINES (BALANCE, PROPORTION, ETC.) IN PLANNING FLORAL ARRANGEMENTS
2.2	USE SCISSORS, KNIVES, AND WIRE CUTTERS
2.0	MAINTAIN CUT FLOWERS IN PROPER CONDITION
2.1	VISUALIZE HOW A COMPLETED FLORAL ARRANGEMENT SHOULD LOOK
1.8	IDENTIFY FLOWERS AND PLANTS BY NAME
2.6	INTERACT PLEASANTLY WITH CUSTOMERS
2.3	DO SIMPLE ARITHMETIC COMPUTATIONS
2.1	ESTABLISH AND MAINTAIN FINANCIAL OR SALES RECORDS
2.5	FOLLOW DIRECTIONS AND ACCEPT SUPERVISION
2.1	SELL A PRODUCT OR SERVICE
2.3	USE ARTISTIC SENSE
2.3	BE CREATIVE

HOME HEALTH AIDE RATING LIST

Item mean	ABILITY TO:
2.2	WORK WITH THE ELDERLY
2.4	WORK WITH YOUNG CHILDREN
2.3	SUPERVISE CHILDREN
2.8	SHOW COMPASSION FOR THOSE WITH PROBLEMS
2.2	RECOGNIZE AND DEAL WITH MEDICAL EMERGENCIES
2.5	THINK AND BEHAVE RATIONALLY WHEN DEALING WITH AN EMERGENCY
2.0	PROVIDE STANDARD FIRST AID
2.4	ASSURE THAT A PATIENT GETS PROPER REST
2.5	ASSURE THAT A PATIENT TAKES MEDICATION AS ORDERED
2.2	FEED A PATIENT
2.3	MAINTAIN CLEAN AND HAZARD-FREE LIVING QUARTERS FOR A PATIENT AND/OR FAMILY
2.7	RESPECT A PATIENT'S/FAMILY'S NEED FOR PRIVACY AND CONFIDENTIALITY
2.3	EVALUATE AND ADAPT A HOME IN TERMS OF A PATIENT'S DISABILITY
2.2	HELP A PATIENT DEVELOP WAYS OF COPING WITH THE DEMANDS OF DAILY LIFE
2.1	ASSIST A PATIENT IN THE USE OF SPECIAL EQUIPMENT (WHEEL CHAIR, CRUTCHES, ETC.)
2.3	ENCOURAGE A PATIENT TO DEVELOP SOCIAL SKILLS
2.4	CARE FOR THE PHYSICAL AND EMOTIONAL NEEDS OF A PATIENT, FAMILY, AND/OR CHILDREN
2.3	MAINTAIN HYGIENIC CONDITIONS FOR A PATIENT
2.3	PROVIDE FOR THE PHYSICAL AND EMOTIONAL COMFORT OF A PATIENT
2.2	ENCOURAGE AND AID IN THE DEVELOPMENT OF SELF-SUFFICIENCY FOR A PATIENT WITHIN THE LIMITS OF HIS/HER ILLNESS
2.3	DOCUMENT PATIENT PROGRESS
2.4	MAKE ORAL REPORTS ABOUT A PATIENT
2.2	RECOGNIZE THE SIDE EFFECTS OF COMMON MEDICATION
2.6	ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
2.6	BE TOLERANT OF THE VARIED LIFE STYLES OF PEOPLE
2.6	ENCOURAGE THE DEVELOPMENT OF "COMMON SENSE"
2.3	PERFORM WORK UNDER STRESSFUL CONDITIONS
2.5	FOLLOW ORDERS AND ACCEPT SUPERVISION
2.3	DIRECT, CONTROL, AND PLAN THE ACTIVITIES OF OTHERS
2.6	BE SELF-DIRECTED

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HOME HEALTH AIDE RATING LIST (continued)

Item mean	ABILITY TO:
2.6	BE FLEXIBLE
2.4	PLAN MENUS AND PREPARE MEALS
2.4	DEMONSTRATE KNOWLEDGE OF THE BASIC RULES OF NUTRITION
2.6	EVALUATE THE FRESHNESS AND QUALITY OF MEAT, FISH, POULTRY, FRUIT, VEGETABLES, AND DAIRY PRODUCTS
2.6	EVALUATE THE QUALITY OF PURCHASES MADE
2.4	OBSERVE SPECIAL DIET RULES
2.4	PREPARE AND STORE FOOD SO AS TO CONSERVE NUTRIENTS

INSURANCE SALES AGENT RATING LIST

Item mean	ABILITY TO:
2.3	INFLUENCE OTHER PEOPLE
2.5	INTERPRET THE IDEAS, FEELINGS, AND OPINIONS OF OTHERS
2.2	WORK UNDER STRESSFUL CONDITIONS
1.9	DO ARITHMETIC COMPUTATIONS
2.4	ANALYZE A PROBLEM AND ACT ON THAT ANALYSIS
2.6	OBTAIN AND VERIFY FACTUAL INFORMATION
2.3	PRESENT ARGUMENTS AND EVIDENCE TO SUPPORT A POSITION
2.1	MAKE AN EFFECTIVE ORAL PRESENTATION
1.8	SELECT INSURANCE POLICIES AND PLANS THAT BEST MEET A FAMILY'S NEEDS AND CIRCUMSTANCES
2.6	ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
2.0	ASSESS POTENTIAL MARKETS
2.3	DEVELOP GOALS AND PLANS FOR AN ACTIVITY WITHIN THE CONSTRAINTS OF TIME, MONEY, AND PERSONNEL
2.2	EVALUATE EFFECTIVENESS IN MEETING GOALS AND TIMETABLES
2.2	IDENTIFY THE RESOURCES (PEOPLE, TIME, MONEY, AUTHORITY) NEEDED TO ACCOMPLISH AN OBJECTIVE
2.2	ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY
2.3	SOLICIT AND MAKE CONSTRUCTIVE USE OF POSITIVE AND NEGATIVE FEEDBACK
2.6	KEEP RECORDS OF INDIVIDUAL OR GROUP PROGRESS
2.2	USE CONTACTS CONSTRUCTIVELY
1.8	DEAL WITH REJECTION
2.1	DEAL WITH ADVERSITY
2.2	MOTIVATE PEOPLE
2.7	WORK INDEPENDENTLY
2.0	DO FUND RAISING
2.1	DIRECT THE SALE OF A PRODUCT OR SERVICE
1.8	ORGANIZE A SALES PROGRAM
2.1	COMPETE WITH OTHERS
2.5	BE SELF-DIRECTED

PERSONNEL WORKER RATING LIST

Item mean	ABILITY TO:
2.3	ESTABLISH AND MAINTAIN DETAILED RECORDS OR FILES
2.3	WRITE ACCURATE, COMPLETE REPORTS
2.9	RESPECT AND OBSERVE PRECAUTIONS CONCERNING CONFIDENTIALITY OF INFORMATION
2.2	FOLLOW COMPLEX PROCEDURES PRECISELY
2.5	FOLLOW ORDERS AND ACCEPT SUPERVISION
2.4	LEARN DETAILS OF NEW PROCEDURES QUICKLY
2.3	MEET ACCOUNTABILITY DEMANDS OF OTHERS
1.7	USE A TYPEWRITER
1.9	ESTABLISH AND MAINTAIN FISCAL RECORDS AND PROCEDURES
1.8	EXPLAIN THE RATIONALE FOR VARIOUS KINDS AND AMOUNTS OF INSURANCE (HEALTH, LIFE, ETC.)
2.1	DEVELOP SPECIFIC GOALS AND PLANS FOR A SPECIFIC ACTIVITY, OPERATING WITHIN CONSTRAINTS OF AVAILABLE TIME, SPACE, AND PERSONNEL
2.1	IDENTIFY METHODS OF EVALUATING EFFECTIVENESS IN MEETING GOALS AND OBJECTIVES
2.2	ESTABLISH PRIORITIES BASED ON THE IMPORTANCE OF EACH OBJECTIVE TO GOAL ATTAINMENT AND ON THE RESOURCES AVAILABLE
2.4	WORK CREATIVELY WITHIN THE STRUCTURE OF RELATIONSHIPS AND THE SETTING OF AN ORGANIZATION
2.2	DELEGATE RESPONSIBILITY AND ESTABLISH ACCOUNTABILITY METHODS TO DETERMINE IF THESE RESPONSIBILITIES HAVE BEEN MET
2.2	HELP PEOPLE SEE THE RELEVANCE OF THEIR ORGANIZATIONAL EXPERIENCE TO THEIR LONG-RANGE CAREER GOALS AND/OR PERSONAL DEVELOPMENT
2.1	DEVELOP AND MAINTAIN A SYSTEM OF EVALUATING JOB PERFORMANCE
2.0	CONDUCT SALARY ADMINISTRATION AND/OR PERFORMANCE REVIEWS
1.9	HANDLE OUT-PLACEMENTS AND/OR JOB TERMINATIONS
2.1	PLAN AND IMPLEMENT PROGRAMS FOR STAFF DEVELOPMENT
2.2	DEAL WITH EMPLOYEE RELATIONS PROBLEMS
1.8	PLAN AND MONITOR A RETIREMENT PROGRAM
2.0	PLAN AND IMPLEMENT PERSONNEL POLICIES
2.0	PREPARE JOB DESCRIPTIONS
2.1	SELECT AND/OR RECRUIT INDIVIDUALS FOR A VARIETY OF JOBS
2.3	PROVIDE ORIENTATION TO PERSONNEL NEW TO AN ORGANIZATION
2.2	ARRANGE FOR AND MONITOR THE JOB TRAINING OF PERSONNEL

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PERSONNEL WORKER RATING LIST (continued)

Item mean	ABILITY TO:
2.6	ABIDE BY AN ORGANIZATION'S STANDARDS
2.4	OBTAIN AND VERIFY ROUTINE FACTUAL INFORMATION FROM INDIVIDUALS
2.3	IDENTIFY TRAINING NEEDS
2.0	DEVELOP TRAINING MANUALS
2.1	DETERMINE THE SUITABILITY OF VARIOUS TRAINING APPROACHES FOR INDIVIDUALS WITH DIFFERENT BACKGROUNDS AND EXPERIENCES
2.6	ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
2.4	USE QUESTIONING SKILLS
2.7	USE LISTENING SKILLS
2.3	NEGOTIATE WITH OTHERS
2.1	DEAL WITH UNPLEASANT CONFRONTATIONS
2.4	BE OUTGOING AND GREGARIOUS

PHOTO LABORATORY TECHNICIAN RATING LIST

Item mean	ABILITY TO:
2.4	MAKE FINE COLOR DISCRIMINATIONS
1.8	WORK STEADILY AT SIMPLE REPETITIVE TASKS, FOLLOWING A SET PROCEDURE
2.6	FOLLOW DIRECTIONS
2.4	TRAIN OTHERS
2.5	SUPERVISE OTHERS
2.1	SIT STILL FOR LONG PERIODS OF TIME
2.4	EVALUATE A PRODUCT, USING STATED GUIDELINES
2.2	DO PRECISE AND ACCURATE DETAILED WORK
2.8	TAKE RESPONSIBILITY
2.5	FOLLOW ORDERS AND ACCEPT SUPERVISION
2.7	LEARN AND APPLY RULES

SOCIAL SERVICE AIDE RATING LIST

Item mean	ABILITY TO:
2.7	CARRY OUT ORAL OR WRITTEN INSTRUCTIONS
2.6	ACCEPT SUPERVISION
2.7	LEARN AND APPLY THE RULES OF AN ORGANIZATION OR AGENCY
2.4	DEVELOP OR MAINTAIN CURRENT FILES
2.3	KEEP RECORDS AND PREPARE REPORTS
2.3	UNDERSTAND AND FILL OUT FORMS
2.3	ARTICULATE THE PHILOSOPHY OF AN ORGANIZATION OR AGENCY
2.3	INTERPRET AN ORGANIZATION AND ITS SYSTEM FOR THE DELIVERY OF SERVICES TO THE PUBLIC AND TO PEOPLE IN NEED
2.3	IDENTIFY GROUPS TO WHOM SOCIAL SERVICES SHOULD BE DIRECTED
2.2	IDENTIFY REPRESENTATIVES OF OTHER ORGANIZATIONS OR OF THE GOVERNMENT WHO SHOULD RECEIVE INFORMATION ABOUT ORGANIZATIONAL OR AGENCY ACTIVITIES
2.3	KEEP OTHERS INFORMED ABOUT PROGRESS IN WRITTEN OR IN ORAL FORM
2.6	ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
2.7	ESTABLISH RAPPORT WITH A PERSON SEEKING ADVICE
2.7	SERVE AS A "SOUNDING BOARD" FOR THOSE WITH PROBLEMS
2.4	USE QUESTIONING SKILLS
2.6	USE LISTENING SKILLS
2.9	RESPECT AND OBSERVE PRECAUTIONS CONCERNING THE CONFIDENTIALITY OF INFORMATION
2.5	PROVIDE ADVICE AND INFORMAL COUNSELING
2.5	GATHER INFORMATION BY CONDUCTING INTERVIEWS, CONFIRMING FACTS, AND LOCATING BACKGROUND INFORMATION
2.3	PREPARE REPORTS CONTAINING FACTUAL DATA AND DOCUMENTARY OR OTHER EVIDENCE
2.2	MOTIVATE AND PERSUADE PEOPLE
1.7	DO TYPING
2.0	DO CLERICAL WORK (FILING, ETC.)
2.1	MAKE WRITTEN OR ORAL REPORTS
2.5	REFER OTHERS TO SOURCES OF INFORMATION AND ASSISTANCE
1.8	INTERPRET FOR NON-ENGLISH SPEAKERS
2.8	SHOW COMPASSION
2.7	SHOW EMPATHY
2.5	WRITE CLEARLY
2.3	TAKE CONSTRUCTIVE CRITICISM